DOCUMENT RESUME

ED 168 946 SO 011 610

TITLE The Social Science Teacher, Vol. 7, No. 2, December 1977 [And] No. 3, February 1978 [And] No. 4, April 1978 [And] No.5 June 1978.

INSTITUTION Association for the Teaching of the Social Sciences (England).

PUB DATE [78]

NOTE 171p.; For related documents, see ED 098 083, ED 102 069, ED 098 117 and ED 142 495-497; Not available in hard copy due to small type size of original documents

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS Anthropology; *Comparative Education; Concept Teaching; Economics; Educational Assessment; Educational Development; *Educational Needs; *Educational Practice; Educational Trends; Elementary Secondary Education; Environmental Education; Experimental Teaching; *Foreign Countries; *Social Sciences; *Social Studies; Sociology; Student Attitudes; Student Role; Teacher Role; Teaching Methods

IDENTIFIERS Great Britain

ABSTRACT

The document contains four issues of a British journal intended as a medium of communication for teachers of social studies and social science at the elementary and secondary levels. The first issue presents a lead article stressing the need for a global approach in teaching social studies. Other articles focus on the need for educational assessment in schools and on various examination techniques. The second issue is devoted to an overview of economic education in Great Britain. Topics discussed include the need for a study of political economy, development of an economics syllabus, understanding British industry, and classroom simulations of economic situations. The third issue purports the usefulness of anthropology as an area of study within the social studies, suggests learning activities for the anthropology curriculum and discusses several anthropological concepts such as the social construction of reality and ethnic identity in a pluralist society. The fourth issue concentrates on urban studies and explains how activities such as field trips to factories and creating models of cities and towns can help students understand urban environments. Book review and correspondence sections are included in each issue. (DB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

BEST COPY AVAILABLE

ISSN 0309 7544

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
C. R. Townley
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ED168946

# THE SOCIAL SCIENCE TEACHER

CONTENTS


| | |
|---|---|
| Editorial | Page 2 |
| Viewpoint | Page 3 |
| A.T.S.S. News | Page 4 |
| Correspondence | |
| Articles | Page 10 |
| Reviews | Page 29 |
| Briefings: No.10 | pull-out centre pages |


ASSESSMENT AND SOCIAL SCIENCE TEACHING: A FRESH LOOK

SO 011 610

VOL.7 NO.2 DECEMBER 1977



PRICE 75p

**THE SOCIAL SCIENCE TEACHER**

Journal of the Association for the Teaching of the Social Sciences Vol.7, No.2

'Assessment and Social Science Teaching: A Fresh Look'

Edited by Roland Meighar and Frank Reeves

(Published by A.T.S.S. Copyright A.T.S.S. 1977)

## EDITORIAL

### Back to the Tried and Failed?

"Back to the 1930's with Norman St. John Stevas or back to the 1890's with Rhodes Boyson", was the verdict of Shirley Williams on her political opponents' educational proposals. Yet her own Green Paper and her other pronouncements could also be interpreted as merely another version of 'Back to the Tried and Failed'. This edition of the Social Science Teacher is devoted to attempts to outline the limitations of current practices in assessment, and to some possible alternatives.

A substantial section is given over to the report of the Schools Council's Commissioned Group on the assessment of an Integrated Social Science. One of the Schools Council consultants has apparently tried to dismiss these proposals and also advised against their publication, with what appears to be smear tactics, by labelling them as 'Marxism by the back door'. However, publication has taken place.

It would be inaccurate to dismiss the proposals as unworkable or impractical. A somewhat similar system, though not identical in all aspects, has worked in Sweden for a decade or more, where it was a replacement for a system not unlike the one currently in use in the U.K. Coincidentally, this is the period when Sweden has passed and gone well ahead of the U.K. in both standards of living and in industrial performance. (Whether that is good or bad opens up different kinds of debate on the merits of Sweden's success in international corporate capitalism at a time when the U.K. tendency appears to be to look back in hope at early entrepreneurial capitalism, and on whether education is closely related to industrial performance in any case).

The spirit of the commissioned group's proposals is an assessment system that gives more freedom to teacher and taught, and gives the responsibilities of choice within a more flexible system. After all, the current system could be likened to Hobson's Choice, in many respects.

The editors are indebted to the Schools Council for permission to reprint substantial sections of the report and to the editor of the Public Administration Teacher for permission to reprint a 'tips and hints' article. We have tried to provide both for survival and a vision! R.M.–F.R.

**CONTENTS**


| | | | Page |
|---|---|---|---|
| Editorial | | | 2 |
| Viewpoint | by Isla Williams | | 3 |
| A.T.S.S. News | by Helen Reynolds | | 4 |
| Articles: | 1. | Towards a Sociology of Assessment in Schools by Roland Meighan | 10 |
| | 2. | Lunatic Schools by Peter Chambers | 14 |
| | 3. | Assessment and Social Science Teaching: A Fresh Look edited by Roland Meighan and Frank Reeves | 18 |
| | 4. | Exam Techniques by Pat | 27 |
| Reviews | edited by Helen Reynolds | | 29 |
| Briefings: No.10 | A Case Study in Independent Learning: An 'A' Level Economics Course by Philip Negus | | pull-out centre pages |


Section Cartoon Headings by Beverley Curl

Views expressed in contributions to this journal do not necessarily represent the views of A.T.S.S. or the editors. The journal provides opportunities for the expression of divergent ideas and opinions.

Next Edition (Feb.1978) 'The Teaching of Economics'

# VIEWPOINT

## A WORLD VIEW:
## THE URGENT NEED FOR PLANNED DEVELOPMENT EDUCATION

In her recent publication 'Development Education', Sister Mary Philip Rendall, O.S.U., quotes from an article in the Times Educational Supplement by David and Jill Wright (authors of 'The Changing World in the Classroom') which concludes "the evidence seems to suggest that our educational system is not interested in a world view . . ."

Since this remark could also be applied to the majority of the general public, our chief hope for the future must lie in a shift of emphasis in the educational system, so that the world view becomes a top priority. To quote from another source: "The world is dividing at breakneck speed between the affluent, comfortable, complacent white people . . . and the great majority – the impoverished, overcrowded, discontented peoples of the new nations." Unless effective international action were taken "we are doomed for certain". The speaker, Lord Caradon, was our representative at the United Nations for several years, and his knowledge and experience are unquestionable.

It might be thought that the news media would foster a world view, but there are two main obstacles which prevent this; first, that the media are interested chiefly in news and that ordinary, typical happenings are not news, so one sees the world quite out of balance and proportion; and secondly, that reading, viewing and listening are a matter of choice, so even the best articles and programmes may only reach a small number of people.

A third obstacle to understanding has grown out of the very thorough coverage of disasters, often followed by appeals from aid agencies, so that we are misled into thinking of other nations as objects of charity. This is not only misleading but is also the source of strong prejudice and misunderstanding.

In fact the growth of the voluntary movement, in itself among the most hopeful events of the present century, can, at a superficial level, obscure the real issue. Schools can identify the development scene with a particular charity, and by supporting it feel their obligations discharged, or alternatively by prejudice against it can become resistant to any unbiased consideration of the Third World. This not only impedes educational work, but impoverishes the schools themselves, because to be involved in development is continuously fascinating and rewarding.

A recent small research project, involving seven sixth-form groups in Worcestershire Schools, revealed that only a tiny proportion had even heard of the recent U.N. Conferences such as UNCTAD IV and Habitat; that few were aware of the spread of authoritarianism through the world, accompanied by massive infringements of human rights; and that equally few knew anything about revolutionary trends in health care, such as the 'barefoot doctor', in underdeveloped countries. Nearly all subjects touched on met with a similarly blank response, and the situation was not improved by a general air of detachment, varied sometimes by cheerful offers of solutions to problems which the world's experts find extremely daunting. In other contexts this characteristic response of the young might be rather touching, but given the despair of a world tormented by hunger, sickness and violence it is merely alarming.

Much pioneering educational work has been carried out by voluntary organisations, but surely the time has now come for basic development education to be taken over as a matter of national policy? To leave to individuals the choice of teaching or not teaching might be tolerable in a purely cultural subject, but where actual survival is at stake this is obviously less than adequate. It is only fair to remember that among those most likely to inherit disaster are the children now at school.

There are sufficient experts in development education to produce a continuous programme for the nation's schools, if it were accepted policy to make use of such a programme. Two short sessions each week in Assembly would go a long way towards enlightenment, introducing such topics as the recent World Water Conference or the current Prisoner of Conscience Year – a kind of mini-current affairs session for the whole school.

An attractive small picture paper, a development newspaper for the young, appearing perhaps fortnightly, would contribute much towards solving the problem, since one of the chief difficulties at present is that so few people are aware that the problem exists. It would be essential to build it into the school curriculum and not just leave it as a matter of choice.

Once the basic flow of information is established it could be filled out in various ways. Suggestions from the Worcestershire schools have included current affairs programmes devised to fit into other subjects, and short films on specific topics, provided with full background notes. The subject is boundless and so are the possibilities, and a radical new approach is urgently necessary, for to educate the young and prepare them for careers in the present state of affairs is rather like building a splendid sandcastle while the tide comes in.

Isla Williams

# ATSS NEWS

Compiled by H. Reynolds

## SOCIAL STUDIES: THE VIEW FROM SCOTLAND (THE MUNN COMMITTEE REPORT ON THE CURRICULUM: implications for social studies in the Scottish secondary schools*)

The Munn Committee report, examining the structure of the curriculum in the third and fourth years (S3 and S4) of the Scottish Secondary School was published by H.M.S.O., on behalf of the Scottish Education Department in September. Briefly, the Munn Committee has proposed a primary core curriculum for all pupils in S3 and S4 consisting of English, Mathematical Studies, Religious and Moral Education and Physical Education. In addition all pupils must select three other subject areas, from a secondary core, one each to be taken from Social subjects, Science and Creative Arts. There is also an elective area of subjects.

As previously noted, the social subjects contribute to the secondary core of the required subjects. These social subjects are defined as Economics, Geography, History and Modern Studies; that is the Committee's recommendation reflects the already existing social subject division. However, within each of these subject areas a unit of study will be built in which 'deals with the political, economic, industrial and environmental aspects of life in modern society'. The Committee note their concern about the fragmentation of the total curriculum by separate disciplines and also recognise that no single social subject can itself provide a comprehensive analysis of modern society. (For the benefit of English readers it has to be remembered that secondary school teachers in Scotland are licensed or certified only to teach specific subjects by the General Teaching Council. This partially explains the Committee's insistence that the existing division of the social subjects should remain).

Parts of the Report make encouraging references to social studies which seemed to imply a break with the existing organising framework of Economics, Geography, History and Modern Studies. Reference is made (para 2:10) to competing claims of Sociology and Psychology for inclusion in the curriculum. However, Social subject priority is established in terms of what is already in existence.

In a very strong Note of Reservation appended to the end of the Report, one member of the Committee notes that the social studies "relying as heavily as they do for proper investigation on the insights and analytical approaches of Psychology and Sociology, such matters cannot be effectively tackled through history or geography or any of the existing social subjects in the Secondary School. If the Report is taken to imply that these problems should be dealt with mainly by guidance staff or through social education programmes or in other more informal ways, again there is room for disquiet'.

This dissenting comment echoes the concern of many Sociologists working in Scotland. A demanding social studies programme would need an alteration in the position of the conventional social subjects as set out in the main body of the report. This proposal must not be taken to imply that there is no educational value in the existing social subjects, but simply that a reordering of priorities is necessary if young people are to leave school with a greater understanding of themselves and their society.

The case for sociology contributing to and informing the social subjects in the Scottish Secondary School Curriculum is surely one that cannot be dismissed.

Warwick Taylor,
Moray House College of Education,
Edinburgh.

**The Structure of the Curriculum in the Third and Fourth Years of the Scottish Secondary School.* Scottish Education Department, Consultative Committee on the Curriculum, Edinburgh: H.M.S.O. 1977. ISBN 0 11 491501 6. £1.50.

## PROPOSALS FOR 'O' LEVEL INTEGRATED SOCIAL SCIENCE

Members should address their enquiries and comments directly to the ASSOCIATED EXAMINING BOARD, WELLINGTON HOUSE, ALDERSHOT, HAMPSHIRE GU11 1BQ.

In 1972 the Board, in association with the Metropolitan Regional Examination Board, established a working party to develop and conduct a Feasibility study in the area of social studies/social sciences as part of the Schools Councils' examination of the feasibility of a Common Examination at 16+. At the end of this study over one thousand candidates had been examined on a common syllabus spanning the C.S.E. and G.C.E. 'O' Level ranges. Amongst the schools involved, drawn from the M.R.E.B. area, there was considerable support for a common examination, for a broadly-based social science syllabus, and for an element of teacher assessment.

Similarly a review of the Mode III syllabuses accepted by the Board from schools, shows evidence of a demand for the inclusion of content drawn from a number of social science disciplines and for the recognition of course work and project work as a contribution to the candidate's final grade. Such work usually being assessed by the candidate's own teacher. Many of these Mode III courses also reflect the structure and content of Mode I C.S.E. courses in the school's locality or are paired with similar Mode III courses at C.S.E.

With these points in mind a Working Party of teachers involved in the 16+ Feasibility Study has been considering the likely pattern of a Mode I G.C.E. 'O' Level Social Science Syllabus which would be relevant to the needs of fourth and fifth year pupils in secondary schools.

From the evidence of the Board's Mode III syllabuses in this area of curriculum it is clear that such a syllabus would need to draw upon the subject areas of sociology, economics, psychology, political science, law and anthropology. The aim of such a syllabus should be to "enable children to develop a broad understanding of, and actual involvement in, social and economic life in an industrial society", though it should be stated that such aims are likely to be modified considerably in the light of comments and advice from those concerned with this area of the curriculum in schools.

At the present time the Working Party is anxious to gather as much evidence as possible on the kind of syllabus structure which (a) would most readily satisfy the needs of schools, (b) would provide a firm foundation for advanced study of the social sciences and (c) would provide a sound social science/social studies component of the curriculum for 14-16 year olds in the secondary schools.

Having considered possible ways of organising such a syllabus the Working Party has drawn up an initial draft structure for discussion. It is hoped that schools and interested individuals will find this a useful basis for discussion and criticism, bearing in mind that it is open to substantial revision and even rejection.

In putting this draft structure forward the Working Party have been guided by a number of considerations:

(1) The most appropriate social science/social studies curriculum for 14-16 year olds should be broadly based on a range of disciplines seeking to integrate them within an overall framework.

(2) The syllabus should employ the contributions of specific disciplines as resources, aiding the development of understanding of broad social/economic/political themes. In Bruner's terms the syllabus should focus upon the underlying conceptual structures of the specific disciplines applying them to the broad themes, and should depend not on a catalogue of knowledge items which make up the discipline's shopping list of subject content.

(3) The aim of the examination should be to test the candidate's ability to exercise a range of skills rather than the recall of specific knowledge items: those skills needing to be related to the demands of the themes and to the contribution of the disciplines.

(4) The syllabus should contain sufficient flexibility to allow teachers an element of discretion in their choice of topics, teaching methods and underlying rationales. The scheme should not be a strait-jacket for the teacher. The inclusion of a teacher-assessed element in the examination for example might provide teachers with an area of the syllabus over which they have considerable control.

The provision structure relates to four broad themes:

(1) Learning and Socialisation
(2) Culture and Change
(3) Power and Authority
(4) Production and Exchange.

Under these themes would be grouped a range of topics: Family, Supply and Demand, Political Parties, Rights, Income, Factors of Production, Peer Groups, etc. Each item would comprise a coherent whole rather than merely a handy title for a list of unrelated topics. Within each theme disciplines would contribute in terms of their relevance to the issues raised.

Before moving on to the next stage in its deliberation the Working Party invites the comments of interested individual organisations and institutions with a view to determining the most appropriate form a Social Science 'O' Level G.C.E. should take.

We would therefore be grateful for your observations on the outlines contained in this letter and in particular for your views on the following points.

1. To what extent do you feel there is a need for an integrated social science 'O' Level G.C.E. aimed at the 16+ age range in secondary education?

2. In your experience which social science disciplines would most appropriately form part of such a syllabus?

3. What contributions would these disciplines make to the general education of 14-16 year olds?

4. In what ways might such a syllabus be assessed — written papers, essays, short answers, course work, orals, etc?

5. How far should such a syllabus relate to other examination syllabuses in this area i.e., C.S.E., other G.C.E. 'O' Levels, G.C.E. 'A' Levels?

Viewed in the context of the Board's other syllabuses at 'O', 'AO' and 'A' Level in the Social Sciences this syllabus should provide a broad basis of study in the social sciences. The syllabus and assessment should be designed in such a way that restricted combinations of subjects are, as far as possible, avoided. It should however be an 'O' Level syllabus which provides a foundation course leading directly into any one of a number of 'A' Level courses. The course itself must be seen to be demanding but also flexible enough to allow teachers a certain freedom of movement within it.

## TELEVISION PROGRAMMES

THE ENGLISH PROGRAMME – ITV all year. Monday 10.31. Wednesday 10.04. Age 13-18. 'The English Programme' is a generic title for five units to be seen during the year – each concentrating on a particular area of English teaching, though some of these may be a valuable resource for the Social Studies teacher too. In the Autumn Term, Unit One 'Pressures of Life – TV Drama' offers two new productions of outstanding TV plays: 'The Piano' by Julia Jones, and 'Speech Day' by Barry Hines, followed by a programme which looks at the life and work of Barry Hines. Unit Two, also in the Autumn, is a revised version of the successful and controversial series on mass communications, 'Viewpoint', first seen in Autumn 1975. The five programmes begin with a critical discussion of the 'personal view' presented in the series. Four further programmes offer views of the history of communication, advertising, sex roles in the media, and 'balance-versus-bias' in news reporting.

'Romeo and Juliet', another chance to see this specially commissioned production of Shakespeare's play, appears in the Spring Term. In the Summer Term four documentaries which share a common theme (the 'outsider' in society) are shown as a stimulus for writing and discussion. These are: 'Unemployment', 'Sunday and Monday in Silence' (about deaf children), 'Now that the Buffalo's Gone' (North American Indians), and 'Migrant Workers'.

THE MESSENGERS – ITV all year. Fortnightly in the Autumn and Spring, weekly in the Summer Term. Ages 14-18. Monday 11.17. Thursday 9.42.

This very successful series which is based on extracts from film and television material has been running now for ten years, providing a resource for English, Moral Education, and Media Studies. This, the 22nd series, is called 'A Good Night on the Box' and is about television. The five programmes in the Autumn look at the structure of a television schedule, commercials and sponsorship, and at some types of programme: serials and soap-operas, documentaries, and cartoons. Spring Term programmes continue with situation-comedy, pop-shows, quiz-shows and the news. The final programme of the Term is on television images of the Police.

ALL ABOUT BABIES – ITV Sunday mornings from 30th October. Monday at 12.30 in Yorkshire TV area only, from 24th October.

This 13-part series aims to provide down-to-earth advice to young parents on practical child care. The programmes deal with common questions about preparation during pregnancy, the birth, feeding, sleep, hygiene and general care and management. The series also looks at family relationships and the emotional 'side-effects' of parenthood.

BEING A CHILD – ITV Saturday or Sunday mornings from 10th-11th September. (Check with TV Times or newspaper).

This 13-part series attempts to explain, in simple terms, how we think a child develops his understanding of the world. The programmes deal with the child's perception of himself, his family relationships; how he begins to cope with feelings and emotions, and the world of objects, space, time and change; language and speech; play; going to school; and a range of topics which leads finally to an exploration of the transition from adolescence to adulthood.

FACTS FOR LIFE – ITV Autumn and Spring Terms. Fortnightly Monday 11.17. Thursday 9.42. Ages 15-18.

The Autumn Term programes in this established health and education for parenthood series illustrate the connection between some important health topics and the related anatomy and physiology. The six programmes cover drug dependency (including smoking), the skin, body temperature and burns, bones and bone injury, the Heart and Lungs, exercise and diet, infection and immunisation and contraception. The Spring Term programmes – a unit of four with the generic title 'Family Matters' look at pregnancy, childbirth and the early months of parenthood.

## COMMISSION FOR RACIAL EQUALITY

Although the Community Relations Commission has now been abolished, the following publications are still available and should be of interest to members.

Members should also contact the C.R.E. if they wish the bulletin *Education and Community Relations* to continue.

**BULLETIN JAN/FEB 1977 VOL.VII. NO.1**
1. BETWEEN TWO CULTURES.

**BULLETIN MARCH/JUNE 1977**
2. ENQUIRY INTO THE WEST INDIAN COMMUNITY. (+ 12-page supplement on 'RACE IN THE CURRICULUM").

Enquiries to: C.R.C., 15/16 Bedford Street, London, WC2E 9HX. Tel. 01-836 3545.

## LABOUR HISTORY

**Birmingham Labour History Research Group**

It is hoped to launch a Labour History Research Group in Birmingham in the autumn. It is organised jointly by the Extra-Mural Department at Birmingham University and the Workers' Educational Association, with the co-operation of the Social Sciences Department at Birmingham Reference Library.

The Group will be concerned to investigate all matters relating to the history of the Labour Movement in Birmingham, using the wide range of original material available (including oral sources). Members of the Group will be able to pursue their particular interests (for example, the history of particular trade unions, the Co-operative Movement, the Labour Party, etc.) within the context of the general work of the Group. No previous research experience is required, just a real interest in labour history.

The Group's first major project is:

**THE RISE OF THE LABOUR MOVEMENT IN BIRMINGHAM 1880–1930**

This will be a wide-ranging investigation of the 'making' of the Labour Movement in Birmingham. It is a uniquely important period; and Birmingham has much to contribute to the national picture during these decade.

The Group will begin work in October at the Birmingham and Midland Institute in Margaret Street.

Anyone interested in joining the Group should contact Tony Wright at the Department of Extra-mural Studies, Birmingham University (Winter-bourne, 58 Edgbaston Park Road, Edgbaston, Birmingham B15 2TT. Telephone: 021-472 1301).

Other useful programmes in 1977 included 'POLITICS – WHAT'S IT ALL ABOUT?' 14–18, and LOOKING AT TELEVISION 14+. These programmes may well be repeated in the coming years.

THE SPECIAL CHILD – ITV Thursday 12.30 from 8th September. (Check with TV Times or news-paper).

A seven-programme series designed for parents of young mentally-handicapped children, THE SPECIAL CHILD, also offers valuable insights for every viewer – on care and training, grants and allowances available to the family, and on our own responses to mental handicap.

Further details of all these programmes are available from the Education Officer, Indendent Broadcasting Authority, 70 Brompton Road, London SW3 1EY. The Annual Programme booklet (1977–78) also provides full details of all the schools programmes mentioned here.

S. Elliott
IBA Education Dept. 2.8.77

**DIARY DATES**
**UNIVERSITY OF LONDON SCHOOL OF ORIENTAL AND AFRICAN STUDIES.**
**Extramural Programme.**
The following short courses will be held at the school. They are designed for teachers and college lecturers but are also open to other interested individuals. College of Education students will be welcomed at reduced rates.

**IN SERVICE ONE DAY COURSES**
NOVEMBER 28th Early travellers to the Orient.
DECEMBER 15th China after Mao.

**RESIDENTIAL MANAGEMENT COURSES FOR EDUCATION OFFICERS, ADVISORS, HEADTEACHERS, DEPUTIES AND SENIOR SCHOOL STAFF**
NOVEMBER 23rd to 25th School Timetable Management.

DECEMBER 5th to 9th School curriculum co-ordination and Liaison.

Details from Mr. T.C. Lea, Management Centre, Mithras House, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4AG.

**ROYAL ANTHROPOLOGICAL INSTITUTE NEW PREMISES**
The Institute has now moved into its new offices at 56 Queen Anne Street, though they will not be completely finished for some time, because further shelving is being installed to accommodate our stocks of back publications.

We have the right under our Lease to use the Lecture Room in the building for RAI fixtures. Some will be held here; others at the Museum of Mankind in association with the Museum; and major lectures attracting a large audience will continue to be held in various larger lecture-rooms.

Further details in the October RAIN.

**MEMBERS ONLY LECTURES.** 56 Queen Anne's Street, London W1M 9LA.
DECEMBER 15th Grid/Group Studies at Review. Professor Mary Douglas.
JANUARY 11th Indian Social Anthropology. Professor Adrian Mayer.

**BRITISH SOCIOLOGICAL ASSOCIATION**

**INDUSTRIAL SOCIOLOGY GROUP**
One-day Conference at the London School of Economics on Saturday 26th November at 11.00 a.m. Room S421.

**SKILL AND THE LABOUR PROCESS**
Michael Mann (LSE). The Concept of Skill
John Kelly (Sheffield University). Scientific Management and Work 'Satisfaction'
David Lee (Essex University). Apprenticeship and De-Skilling
Tony Elger (Warwick University). The De-Skilling Thesis.
Gavin Mackenzie (Jesus College, Cambridge). Some Conclusions.

For further details and synopses of papers, please contact Steve Wood, Dept of Industrial Relations, London School of Economics, Houghton Street, Aldwych, London WC2. Tel. 01-405 7686.

**RACE AND RESIDENCE IN INNER CITIES**
This one-day conference will be held in central London towards the beginning of December, 1977. We apologise for not being more specific, but were unable to finalise details before this BSA mailing. Please write in to the office for more information if you are interested.

The conference aims at attracting social scientists working in the field of race but is mainly concerned with the problems facing those in local and central government, community and housing groups, Law Centres, Citizen Advice Bureaux, race relations, planning and housing, etc. There will be a number of prominent speakers who are specialists in the

area and it is also hoped that there will be various Workshop sessions during the afternoon.

The conference fee will be £2 for BSA members and £5 for non-members, inclusive of tea and coffee.

**The Conference Theme**

A great deal of research on ethnic groups has been concentrated on education, employment and inter-group relations and until recently very little attention was focused on the housing problems encountered by the coloured communities in the inner cities. From the overall perspective of housing problems and ethnic concentration in the inner cities several important questions arise. For instance, to what extent do the housing needs of the coloured population differ from those of the rest of the population in areas of urban deprivation? Do they experience a greater degree of housing stress than other indigenous groups of the same socio-economic classification?

Do the coloured communities live in the inner cities by choice or by a combination of special clusters of deprivation? To what extent do constraints operate against the coloured population in the housing market?

Is racial discrimination in the private and public sectors a major cause of disproportionate housing stress experienced by the coloured population? Do the public sector housing policies conform to the stipulations of the Race Relations Act of 1976?

What future policies and practices could be adopted and at what level to alleviate existing housing stress and promote better housing prospects for coloured communities in the inner cities?

WRITE TO NIRMAL ROY AND JANE HOY AT THE BSA OFFICE, 13 ENDSLEIGH STREET, LONDON WC1 0DJ FOR FURTHER DETAILS.

**ATSS PROPOSED BUDGET 1977/78**

| INCOME | £ |
|---|---|
| Subscriptions | 6000 |
| Publications | 500 |
| Advertising | 700 |
| Conferences | 500 |
| | 7200 |

| EXPENDITURE | £ |
|---|---|
| Publications | 3750 |
| Executive, Council and Sub-Committee expenses | 250 |
| Panels expenses | 300 |
| Branch per capita quotas | 1000 |
| Administration | 1250 |
| Publicity | 300 |
| Officers and Representatives expenses | 200 |
| | 7050 |

These figures are based on the assumption that subscriptions will be increased as proposed from January 1st, 1978.

**PANELS**

**FORMATION OF THE PSYCHOLOGY PANEL.** Following discussions of several members of the Association at the Leeds Conference it was decided to try to establish a panel to serve the interests of those members teaching psychology at any level.

Those interested in joining such a group should contact M. Saville at Grantham College for Further Education, Stonebridge Road, Grantham Lines.

The intention is to get a nucleus of members together at an initial meeting early in 1978.

**RELIGIOUS EDUCATION.** Members are asked to note the item relating to the proposal on religious education in the minutes of the Annual General Meeting.

**VOTE OF THANKS**

After the election of new officers this year this is the first opportunity to express our thanks to Keith Poulter as outgoing Chairman. His work for the Association is greatly valued, in particular, his contribution to the new style Journal and other initiatives. We look forward to his continued support for the Association.

PLEASE NOTE: Helen Reynolds is now Secretary of the ATSS NOT Hazel Sumner as stated in error in last issue of SST.

**MINUTES OF THE ANNUAL GENERAL MEETING OF THE ATSS HELD AT LEEDS POLYTECHNIC, LEEDS ON SATURDAY, 17th SEPTEMBER, 1977**

1. APOLOGIES FOR ABSENCE. Charles Townley, Andy McDouall, Keith Poulter.
2. MINUTES. These were agreed and signed.
3. MATTERS ARISING. There were none.
4. ANNUAL REPORT.

1.6 Development of branches. Subsidies to members attending meetings discussed. This was felt not to be financially viable.

2.6 Queries relating to Library subscriptions were answered.

3.2 To be added to this paragraph:
"The course was also notable in that it generated constructive proposals about a) policy documents b) future conferences.

4.5 Discussion of panels. It was noted that there was a need for more information possibly through Social Science Teacher. A handbook was suggested. The formation of a Psychology Panel was further discussed.

5.1 It was observed that while a number of branches were developing well, others could usefully concentrate on maintaining contacts with and services to members.

7.2 The meeting confirmed the importance of the Resources Exchange and the need to restore services as soon as possible.

9.2 It was observed that there should be more links between the Curriculum Development Project and the Social Studies campaign.

11.2 There was discussion of how ATSS and the Understanding British Industry Project should develop links in order to produce better resources for social studies teachers.

5. ACCOUNTS.
The accounts for the year were agreed by the meeting.

6.1 AMENDMENTS TO THE CONSTITUTION.
The following amendments were agreed:
A. Add to Section 2 para (iii) the following: "(g) Overseas, open to individuals or corporate bodies outside the UK. Membership categories (A–D) above shall apply only within the United Kingdom."

This has the effect of creating a new category of Overseas Membership of the Association.

B. Add to Section 6 para (ii) the following: "(d) three members elected at the AGM."

6.2 The following were elected to the Executive Committee: Ian Miles, Mike O'Donnell, Sue Parkes.

7. ELECTION OF OFFICERS.
The following were duly elected being the only nominees.
CHAIRMAN Chris Brown. VICE-CHAIRMAN John Astley. SECRETARY Helen Reynolds. ASSISTANT SECRETARY Lynn Ashley. TREASURER Kevin Cowan.

Roland Meighan agreed to act as caretaker editor for SST until a suitable replacement could be found.

8. SUBSCRIPTIONS
It was pointed out that student members were least able to bear increases. Equally, student subscription does not cover costs. Corporate members could best bear increases and students will be covered by access to the Journal in institutions.

(a) The following increases in subscriptions were agreed, to take effect from January 1st 1978.
Ordinary £6 p.a. Corporate £8 p.a.
Associate 46 p.a. Student £4 p.a.

(b) A new category of overseas membership was introduced. The rate is £10 p.a. to cover single copy of publications.

(c) With effect from Volume 7 (not Jan.1st) SST to be available to students who are non-members at member's privilege price where their institution is taking a minimum to ten copies of each issue.

(d) The Library Subscription for SST to be raised to £6 p.a. with effect from Vol. 7 and a new overseas subscription of £10 p.a. to be introduced.

10. ROLE OF PRESIDENT AND VICE-PRESIDENT.
The following points were discussed:
(i) Is a President necessary?
(ii) Should a President actively involve him/herself in representing ATSS, be involved in Social Science itself?
(iii) How should a President's activities be guided, monitored and dispensed with if necessary?

After discussion it was agreed that the Council and Executive committees should consider recommendations in the light of comments at the AGM and present proposals at a special general meeting or the next AGM.

11. AGM 1978.
Despite reservations about timing of AGM it was agreed that the September Conference provided the best opportunity for this event to be held.

13. DEPARTMENT OF EMPLOYMENT COURSES IN FURTHER EDUCATION.
John Astley to set up group to investigate the national situation and to present proposals to next AGM. Members to contact.

14. THE RELIGIOUS EDUCATION PROPOSAL.
"only" to be replaced by "alone".
Roland Meighan presented proposal which was adopted as ATSS policy.
"ATSS believes that the teaching of religion in schools should take the form of a study of belief systems, including both those that have a supernatural referent and those that do not, with any necessary change of name for this new study that this implied.

"ATSS believes that the presentation of the Christian religion alone in the context of RE is inappropriate in a society which is both increasingly secular and multi-cultural. A balanced education in a democratic industrial society requires that students understand the nature and function of all forms of belief systems, including religious, ethical and political belief systems."

15. SOCIAL STUDIES DOCUMENT.
It seemed to be generally felt that the document could not stand as a final statement of ATSS position. The document was felt to be ambiguous on its stand vis a vis industrial society and the problems of arriving at a concensus were also raised.

It was proposed by Frank Reeves and seconded by John Astley: "that the recommendations be referred to a reconvened working party and that it should be the subject of debate at a special general meeting or the next AGM."

Debate is also to be encouraged via SST.

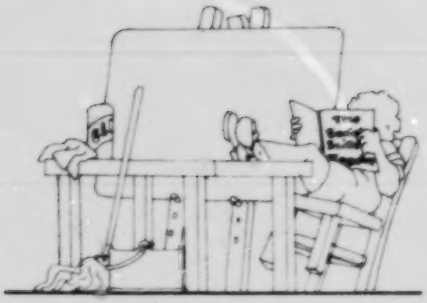
16. AOB.
A vote of thanks was proposed by Ian Shelton to the previous Executive Committee.

The meeting ended at 5.45 p.m.

H. Reynolds
Secretary

**RESOURCES EXCHANGE**

Reorganisation of the Resources Exchange should be completed shortly. An announcement will be made in the next edition of Social Science Teacher.



# ARTICLES

## TOWARDS A SOCIOLOGY OF ASSESSMENT IN SCHOOLS

**By Roland Meighan**
**University of Birmingham**

Berger (1963) reminds us that "the sociologist's questions remain essentially the same: 'What are people doing with each other here?' 'What are their relationships to each other?' 'How are those relationships organised in institutions?' 'What are the collective ideas that move men and institutions?'" Berger also reminds us of the disturbing nature of such questions: "The sociologist will occupy himself with matters that others regard as too sacred or as too distasteful for dispassionate investigation."

In following the kind of enquiry suggested by Berger, I shall use a very broad definition of assessment. (The origin of the word is in the field of taxation, in fact in assessing the wealth of a person to decide appropriate taxation levels, but that need not detain us). I shall take it to mean *collecting information on which to base judgements about learning experiences in schools.*

Following Berger's example I shall ask four apparently simple questions:

Who assesses?
What is assessed?
How is the assessment undertaken?
Why is assessment taking place?

1. *Who assesses?*

The participants in the assessment activity in schools appear to be teachers, pupils and examiners. In some instances the teacher doubles as the examiner. There are, of course, several possible combinations here.

a) Pupils could assess pupils
b) Pupils could assess teachers
c) Pupils could assess examiners
d) Teachers could assess pupils
e) Teachers could assess teachers
f) Teachers could assess examiners
g) Examiners could assess pupils
h) Examiners could assess teachers
i) Examiners could assess examiners

These interactions are all taking place in schools within the definition of assessment I have stated, but both the *incidence* and the *significance accorded* to them appears to vary considerably.

The highest incidence appears to be that of pupils assessing pupils. Dreebden (1968) discusses the complexity of this activity, since the classroom is a public place where a pupil has to please at least two present audiences, teachers and peers, and possibly 'absent' audiences of parents and examiners too. This public assessment, Dreebden suggests, relates to at least three things:

(i) learning,
(ii) institutional adjustment,
(iii) character.

Dreebden argues that peers are more involved in the last two processes in the way schools are organised and operate at present, and 'being smart', 'cissy', 'teacher pleaser' or 'cool', are examples of these assessments. Even 'private' consultations between one teacher and one pupil usually take place in the presence of an attentive set of pupil eavesdroppers. But the highest incidence is not accorded the highest significance, at least not *formal* significance, since at the end of the schooling experience, the certificates and reports record other kinds of assessment. Pupils' assessments of each other do have some significance, and an example is the case of girls in general, whose 'failure' in school is now well documented. (Davies and Meighan, 1975). The peer group assessment of what is appropriate for a girl appears to be one of a number of powerful influences shaping a girl's self-concept and in the vast majority of cases, steering her gently but inevitably away from a career into domesticity.

*Pupils assess teachers.* Little formal notice is taken of this activity, high in incidence though it be. Indeed attempts to research this activity and to establish the validity and reliability of these assessments along with possible uses of such feedback, have been treated with hostility by some teachers (see Meighan, 1977). So, although pupils are often the most experienced assessors of teachers, little formal significance attaches to this.

*Teachers assess pupils.* The incidence of this activity is high and the assessment covers at least the three areas mentioned before, i.e. learning, institutional adjustment and character. The interrelationship of these three appears to be complex but the judgement of 'good pupil' covers all three. This activity is accorded rather more formal significance since written reports, record cards and marking of work stem from it.

When we consider examiners assessing pupils, we have an activity of rather low incidence since it takes place only at certain prescribed times and only at certain stages in a pupil's school career. Yet it is accorded high significance. The examination results, grades and certificates are heavily stressed and considerably expenditure of money and resources is involved.

The simple question 'who assesses?' therefore yields a sociological puzzle. Why are the assessments of most incidence given least significance and those of least incidence given highest significance? The mystery is deepened by an awareness that this whole school examiner activity is simply absent from equivalent schools in other countries like Sweden, where assessment is school-based and undertaken by the teachers of each school.

There are comments to be made on other possible combinations, e.g. teachers assessing teachers, possibly a more frequent activity in team teaching situations, and examiners assessing teachers, the latter figuring in current discussions about teachers accountability perhaps, but this exercise readers may wish to develop further for themselves.

2. *What is assessed?*

A lot of things happen in classrooms. People talk, people listen, people make decisions, people produce written material, people work in groups, people work on their own, people laugh (sometimes), people learn. Activity includes reading, writing, answering questions, drawing, reasoning. Amongst their learning outcomes are blocks of information, attitudes, thinking skills and manual skills. Mammoth taxonomies exist to indicate the plethora of classroom activity.

From this wealth of happenings, some are habitually selected by the participants for assessment. The selection differs according to the point of view. For examiners, the *written end product* of an examination is selected. For pupils, the *character* of their teachers in terms of good humour and patience, and their instructional skills of explaining clearly and organising effectively, are given emphasis. (Blishen, 1969). Teachers appear to select out *scholastic behaviour, institutional adjustment* and *personal character* when assessing pupils, though their final judgement emphasises written end products as in the case of the examiners.

The assessments of examiners and teachers tend to stress end products rather than processes. Diagnosis, adjustment, reappraisal and adaptation appear to be accorded little respect in terms of assessment. One outcome, according to Holt (1964) is 'right answerism'. Pupils learn that the right answer means a great deal to teachers and examiners whereas the way of obtaining it is seen as of less significance. Holt documents some of the strategies developed by pupils for gleaning the right answer and thereby pleasing teacher.

In a now famous passage, Postman and Weingartner (1971) point out some probable consequences, often unintended, of the kind of approach that stresses certain selected end products; students may well learn that:

"Passive acceptance is a more desirable response to ideas than active criticism.

"Discovering knowledge is beyond the power of students and is, in any case, none of their business.

"Recall is the highest form of intellectual achievement, and the collection of unrelated 'facts' is the goal of education.

"The voice of authority is to be trusted and valued more than independent judgement.

"One's own ideas and those of one's classmates are inconsequential. Feelings are irrelevant in education.

"There is always a single, unambiguous Right Answer to a question.

"English is not history and history is not science and science is not art and art is not music, and art and music are minor subjects and English, history and science major subjects, and a subject is something you take and, when you have taken it, you have 'had' it and if you have 'had' it, you are immune and need not take it again. (The Vaccination Theory of Education?)"

I could also add, amongst other things:

Competition is more important than co-operation,

Helping others is less important than getting on oneself,

Writing and reading are more important than talking and thinking,

Men are more important than women.

One of the clients passes judgement:

"In secondary education today the emphasis is on passing 'O' and 'A' Levels. Half-educated children emerge from school clutching their exam certificates, having been filled to capacity with information about T.S. Eliot and Plato. They believe themselves to be 'educated'. To some extent they are, I suppose. But are they better equipped to understand and live with their fellow human beings? Moreover, has their education encouraged them to think creatively and originally? Isn't this what education should be about?"

Anthony, aged 18 in Blishen (1969)

There is one other possibility of what might be assessed, that is, the *course or learning experiences* themselves. But it is people and their performances that are usually assessed. However there have been some attempts to assess courses rather than learners. The programmed learning movement developed criteria for rejecting courses that did not teach over ninety per cent of the 'target' learners. This was perhaps the most radical idea of the whole movement because it shifted blame for failure to learn from the learner to the learning experience provided. The Open University has adopted a somewhat similar approach to its tuition services.

The simple question of 'what is assessed?' thus yields another sociological puzzle. Why is this particular selection of what shall be assessed made? Who decides and for what reasons?

3. *How is assessment done?*

The definition of assessment taken at the outset implies five processes. These are:

a) deciding what information to collect,
b) deciding a format or means of collecting it,
c) collecting the information,
d) recording it,
e) using the information.

The second, third and fourth processes appear to be essentially technical problems in deciding which method is appropriate to achieve the ends specified in the first, and particularly in the last processes. Therefore the uses of the information would seem to be a critical question in finding out how assessment takes place.

There are several possibilities here. Firstly there is a *diagnostic* possibility. The information is gathered to tell the teacher what the next stage of learning should be. An assessment of this kind might show that the learner has gained sufficient understanding of one stage to proceed to the next. Alternatively, it might show that further work on the one stage is necessary.

A second possibility is *diagnostic self assessment*. Here the information tells the learners themselves what the next activity might be, new activity or further work on the current learning.

Another possibility is *criterion referencing*. Here criteria of performance are available to show whether a minimum standard has been reached and, if more than a minimum, what standard has been reached. Individuals are tested, either by themselves or by others, against the criteria rather than against other people. They are allowed many attempts. Practical examples of this process are the driving test, first-aid proficiency tests, physical and athletic tests and reading schemes.

If there is a group of related activities then a set of criteria can be stated and a personal profile of achievement levels recorded. In the driving test, an examiner might record "just competent on gear changes, very competent on hand signals, competent on steering, very competent on braking, etc."

Another possibility is *norm-referencing* where the performance of one individual is compared with the performance of others to arrive at a rank order of candidates. The principle in play here appears to be that of rationing. Only a limited number of places are available, e.g. at university, so those candidates with lower performance at a particular time, are rejected. The selection of a football team is subject to a similar principle since only eleven players are required. Assessments of this kind tend to be taken by others: self assessment on a norm-referencing basis seems to be rather rare. "Test your own I.Q." is one example of norm-referenced self assessment.

Although there are examples of all these kinds of assessment in schools, the most highly valued ones appear to be thoses with certificates as an end product – G.C.E. 'O' Level, G.C.E. 'A' Level, C.S.E. and the like, and these are, in most cases, norm-referenced since only a specified percentage are allowed to pass or to receive a particular grade.

There is another sociological puzzle here. Of all the types of assessment available, why is this one stressed so heavily?

The *technical* questions of whether to use examinations, essays, multiple choice tests, objective tests, oral assessment, reports, profiles, or other formats, are interesting and most debate in schools appears to be on these issues. Consequently many books are available advising teachers on the technicalities of assessment. There are questions here of sociological interest, but with the limited space at my disposal, I will leave this issue unexplored.

4. *Why assessment?*

Earlier we noted that what is assessed with most significance in schools tends to be end products rather than processes of learning, learners rather than courses, teachers or examiners; written material rather than other activities. Moreover this assessment is norm-referenced rather than criterion referenced or, diagnostic and performed by others rather than self-assessed. All this suggested the idea of rationing, so what might be being rationed?

Since the certificates accorded so much significance are used to get jobs, occupations are rationed by this kind of assessment. Why schools are used in this way is not immediately clear as more than one writer has noted, (e.g. Holly, 1974) and it does not always happen like this in other countries (e.g. Sweden).

Occupations are given different social ranks, some seen as superior, upper class, white collar or given other approving labels like 'professional'. So perhaps along with occupational placement, goes social placement and a linked set of life chances?

Not all the reasons are likely to lie outside the school and listening to talk in staffrooms suggests another possibility: examination classes are said to be easier to control and also to teach, for the pupils can constantly be reminded of the consequences of failing the examination and thereby 'motivated' and brought under control. One international researcher, Husen (1974) puts it like this: "Pupils undertake to learn mainly to avoid the disagreeable consequences if they do not: low marks, non promotion, censure, punishment, etc."

There are other ideas talked about in schools, e.g. diagnostic reasons for assessment, personal development based on personal profiles, and the autonomy that derives from self assessment, but if we stay close to Berger's question "What are these people *doing* with each other here?" the picture is closer to Husen's description. There have been some changes in emphasis with the assessment of some of the pupils with the development of the C.S.E. in recent years. Here teachers, who in Hipkin's (1975) view, are far better qualified to assess their pupils abilities and potential and should therefore be given the central responsibility for assessment rather than examiners, are more closely involved in the task of assessment. However this change has been limited, in the main, to the C.S.E. and is not a marked feature of the higher status G.C.E.

To go further into the question of 'why assessment?' would require a more systematic use of some of the perspectives of sociology. The Marxist, Functionalist, Interactionist and Phenomenological perspectives would raise rather different kinds of questions. Some useful concepts might be those of allocation, manifest and latent functions, labelling and self-fulfilling prophecies. The concept I propose to use here is ideology.

5. *Educational Ideologies and Assessment*

Ideology may be defined in various ways. The meaning intended here is that of a broad but interlinked set of ideas and beliefs about the world held by a group of people that they demonstrate both in behaviour and conversation to various audiences. These systems of belief are seen by the groups holding them to be descriptions of 'the way things really are', and they are the means by which sense is made of the world. Educational ideologies refer to the broad set of ideas and beliefs held by a group of people about the formal arrangements for education, specifically schooling, and often by implication and extension, to informal aspects of education as well.

An analysis of competing ideologies can be attempted by comparing them on a series of key features for, in general, any ideology of education will contain various theories, including,

a) a theory of knowledge, its content and structure,
b) a theory of learning and the learner's role,
c) a theory of teaching and the teacher's role,
d) a theory of resources appropriate for learning,
e) a theory of organisation of learning situations,
f) a theory of aims, objectives and outcomes,
g) a theory of assessment that learning has been successful.

The use of the concept of ideology is now clear – it enables the sociological puzzles about assessment to be resolved to some extent by showing how the selections made of who assesses, what is assessed and how assessment take place, form part of one of several competing patterns of ideas and beliefs about education.

A wide variety of educational ideologies has been described in educational literature. They include:

Transmission and Interpretation
(Barnes and Shemilt, 1974)
Authoritarian and Democratic
(Lippitt and White, 1938)
Open and Closed
(Kohl, 1970)
Meaning Making and Meaning Receiving
(Postman and Weingartner, 1971)
Autonomous Study
(Husen, 1970)

and the ubiquitous 'Traditional' and 'Progressive'. (Most of these use either dichotomics or polarisations to establish two contrasting types and this approach has been criticised by Meighan (1973) and Hammersley (1977).

A comparison of three of these ideologies on four of the features given above (i.e. theory of knowledge, theory of learning, theory of teaching and theory of assessment) will show how the ideas about assessment vary with the ideology:

**Transmission Ideology**

The Transmission teacher . . .
(i) believes knowledge to exist in the form of public disciplines, known as subjects, developed in the past and currently being extended.
(ii) values the learner's performance in so far as they measure up to the standards and criteria of the subjects.
(iii) perceives the teacher's task as correcting the learner's performance according to the subject criteria known by the teacher.
(iv) assessment will be of the end product in some examination, probably written, supervised by teacher or examiner by criterion-referencing unless entry to the subject has to be rationed for some reason when norm-referencing will replace it.

**Interpretation Ideology**

The Interpretation teacher . . .
(i) believes knowledge to exist in the knower's consciousness and in the ability to organise thought and action. Subjects are one of several available resources.
(ii) values the learner's activity to interpreting his reality so that criteria arise from both learner and teacher.
(iii) perceives the teacher's task as the setting up of a dialogue in which the learner can reshape his knowledge through interaction with others and resources like subjects.
(iv) assessment will take place throughout the course as a means of monitoring the reshaping of knowledge, phase by phase.

**Autonomous Study Ideolgy**

The Autonomous Study teacher . . .
(i) believes knowledge to exist in the present and future since existing subject knowledge is seen as limited in coping with modern complex problems.
(ii) values learner's performance in learning techniques of learning and developing new knowledge and understanding.
(iii) perceives the teacher's task as organising learning experiences so that the learners gradually learn how to make all the decisions about learning for themselves.
(iv) assessment will gradually pass from the control of the teacher to the learner as they learn how to effectively assess their own learning.

The central point that emerges here is that there is no neutral view of assessment: all the alternatives are political.

> "Evaluation is about man and our conception of him. It is about hierarchy and who has the power to denote one person or product as superior to another. It is about knowing and who has the right to know. It reflects the structure of our society and the forms of social relationships within it. In all these ways it is intensely political . . ." (Hextall, 1976)

For REFERENCES and FURTHER READING see Page 26

## LUNATIC SCHOOLS

**By Peter Chambers**
**Bradford College**

### 1. Introduction: Schools as Total Institutions

When Goffman first introduced his concept of 'Total Institution', he may not have had the traditional English Secondary School in mind, but when the dominant role played by the school system in the lives of young people is considered it is not difficult to see how his analysis of asylums has great relevance for the student of the English school system. If "every institution captures something of the time and interests of its members and provides something of a world for them", (1) then it is worth examining how far the school compares with his ideal type of total institution. Goffman describes four characteristics of the total institution:-(2)

i) All aspects of life are conducted in the same place and under the same single authority.
ii) Each phase of a member's daily activity is carried out in the company of a large number of others, all of whom are treated alike.
iii) All phases of the day's activities are tightly and continuously scheduled under an imposed system of explicit formal rulings and a body of officials.
iv) The various enforced activities are brought together into a single rational plan designed to fulfil the official aims of the institution.

The concept of a teacher-dominated institution, regulating the pupil population through routine, the unified pursuit of common academic goals and thesuppression of individuality in anything other than official channels is no caricature of the Secondary School. This paper sets out to demonstrate how academic competition in schools, colours all their activities and how the pursuit of academic goals, as exemplified in public examinations, not only illustrates the process whereby teachers maintain their domination and regulate their pupils' individuality, but ruthlessly endorse it so that schools act as total institutions, if not as asylums.

### 2. Mortification Procedures

In order to establish this point it is worthwhile examining the ways in which an individual's attachment to his previous self is re-defined so that he seeks personal recognition according to the rules and rewards of the institution. First through the process of 'mortification', the inmate's sense of personal efficacy is challenged and then the institution's 'privilege system' (3) is used to provide a framework for personal re-organisation. In describing this Goffman is careful to point out that he is following a process that is linked to internal matters, such as self-image, and to another side, involving official position and style of life. The recognition of the personal and the institutional elements in the categorisation of pupils and the movement between them will be used to develop the analogy between the school and its pupils and the asylum and its patients. For just as Goffman is concerned with those that have been hospitalised, that is classified as patients and therefore controlled by the 'staff', this paper is concerned with ways that children are classified and thus controlled by their teachers. It will be argued that these classifications are derived from the situational aspects of asylum or school and in the sense that the label of insanity deprives the mental patient of asserting otherwise, so the pupil is denied the possibility of being other than his formal school description. The mortification of admission procedures to the mental hospital: with the removal of outside clothes, the assaults on personal privacy and the registration of intimate details, may seem much more drastic than those of the secondary school but the brand new uniform, probably slightly too large, the enormous, overwhelming buildings and the sense of being lost can create feelings of depersonalisation and a challenge to the familiar self that are not very different. Similarly the need to live by the 'house rules' and the acceptance of institutionally defined privileges and punishments is as significant as defining the pupil's view of the world as it is the inmate of the mental hospital. Jack Nicholson attempts to challenge his nurse in 'One flew over the Cuckoo's nest' is no richer vein of humour than the schoolboy trying to make his work presentable when he has learnt that 'the blot is mightier than the sword' in incurring his teacher's wrath. It is little wonder that Nell Keddie claims that it is the clever child's capacity to suspend disbelief that is the secret of success in school. (4) The acceptance of a self based on this privilege system will be considered as one of the ways that secondary schools control their pupils and thus act as total institutions for them. Conditional upon the use of this concept is that the deliberate organisational features of schools are supported by inconsequential ones within their informal organisation which arise in the daily course of events, for total institutions require the school's formal classification to be reinforced by the less official but ubiquitous informal culture. It will therefore be necessary to examine peer group cultures as well as those laid down by the teachers. In particular, the aspects of instructional organisation that relate to the polarisation of pupils' sub-cultures (5) will be examined to show something of the impact of examinations on both the total culture of the school and a pupil's view of himself as he progresses through it.

### 3. Competition and School Organisation

That there is an element of competition in the public examination system has not escaped head teachers and the identification of groups of children into forms, often streamed as the result of competitive examinations and re-streamed according to the likelihood of future success in them, indicates how far such competition can dominate the instructional organisation of the school. The competitiveness derived in this way from public examinations has far reaching effects on the pupils' sub-cultures and thus for the self-concepts developed by different pupils. The spread of certification across the whole secondary school spectrum exacerbates the effects of this process and its use by head teachers to justify patterns of organisation

and the ritual presentation of successes at school assemblies, for example, is crucial in this process. Where else can the 'single rational plan' be so well exemplified in 'the company of a large number of others'?

Such ritualisation is a powerful influence on the pupil (6) and reinforces the formal and informal consequences of his being allocated to a particular form, or groups within the school, which, in turn, are routinised by time-tabling and registration so that the pupil learns his identity as a 1A or 1D boy and is supported in it by a tight continuous schedule. This example of the influence of competitive examinations upon the organisation of teaching and learning in the school has far-reaching consequences. It is however necessary to demonstrate that the major public examinations which are taken by secondary school pupils, namely GCE and CSE examinations are, in essence, competitions. In this task reference will be made to the distinction between criterion-referenced and norm-referenced tests. Together with Guy, to whom much of this argument must be credited, the writer has stated elsewhere (7) that this distinction may be stated in functional terms. Norm-referenced tests are based on the average performance of a whole group, or groups of pupils. They have a differentiative function and are used to rank pupils for the purpose of selection. Criterion-referenced tests are based on criteria determined by the particular field of study being undertaken and are used to see if a predetermined level of achievement has been reached by an individual in that field of study or, sometimes, whether or not a single predetermined standard has been reached.

**4. Consequences of Norm-Referencing**

By and large, the public examinations of this country, are norm-referenced, since the grade levels are regulated and the percentages which achieve each grade at GCE, for example, are used as a measure of reliability. (8) There is no dispute that differences do occur, but this basis does tend to emphasise the competitive nature of these examinations. In turn, the GCE tradition sets the pattern for other examinations and CSE takes its place in the hierarchy of examinations. The competitive nature of most public examinations for secondary school pupils is thus clearly established and the subsequent use of norm-referenced examinations in social selection makes the competition vitally important.

Since the results can be used to justify the school to the outside world and to provide the 'single rational plan' designed to encourage the pursuit of 'the official aims' by those within, the effects they have on school organisation are naturally strong and indeed the way they dominate this is a major contribution to the school's influence as a total institution on its pupils. In the first instance, they emphasise that the categorisation is a function of the educational system at a given time rather than of a given individual's ability to satisfy predetermined criteria. By itself, this emphasis need not be so crucial, but it pervades the whole school institution. The primary impact that these competitive examinations have is to encourage ability specialisation. King found that the head teachers in his survey justified ability specialisation on the grounds of best suiting the needs of all types of children in reference to their occupational destinies. Thus the stratified nature of the occupational structure was used to legitimate both ability specialisation and the examinations it was designed to serve. (9) Further, the organised rivalry of the public examinations is often reflected in the institution of intra-school work competitions run either as part of a House system or within year groups or even particular classes. Further organisational consequences arise since examinations and intra-school work competitions having been carried out, the pupils' performances have to be announced. The media used for this purpose are highly ritualised and include school reports, usually issued twice a year, announcements in assembly or open-day programmes, trophy presentations and the like. External examination results are often reported in local newspapers. Most Speech Day programmes include a ritualised presentation of prizes for attainment in school work and external examinations. In addition, some schools have plaques of scholarship winners in the school hall and other prestigious rewards for academic achievement. It will not have escaped the reader's notice that these same rituals and symbols and the same forms of organisation are also used to extol and encourage athletic prowess and sporting achievement. It can also be demonstrated how the changing rooms and gymnasium provide one arena of mortification rituals that help the pupil to develop his school identity. As such, this symbolisation of corporate activity, may be seen as reinforcing the academic competition and underlining the privilege system. It would therefore be entirely consistent to include these extensions as part of the impact of the total institution on the pupil and, if the behaviour of Manchester United fans is any criterion, such official recognition of success in sport might be seen as even more insane a practice than allowing examinations to hold such sway in organising children's learning.

**5. Self-Concept and Identity Based on Ability**

One further and important consequence of the dominance of academic competition on school organisation is related to discipline and control. Mindful of these cultural values, teachers are not slow to relate it to what occurs in the classroom. The manner in which teachers exercise control over pupils often has reference to the streamed ability status of classes. Pupils are sometimes threatened for unacceptable behaviour with demotion to a lower form or exhorted to behave in a manner befitting a high status form. It was even alleged by the writer's singing master, a classicist of uncertain temper but sure aim, that the 'A' stream rendering of the school song was superior. Since this mainly involved imitating owls, it reflects on the power of the initial mortifying rituals and the uncritical acceptance of the privilege system. Such

rewards and threats are possible in so far as form status, which is one consequence of ability specialisation, is a very real thing. Quite specific privileges are attached to certain forms and denied others, as Hargreaves (10) among others, has shown, while Keddie (11) has demonstrated that this can even operate within the class. In this way, 'tightly and continuously scheduled' activities follow 'explicit formal rulings' and maintain the totality of the institution. there is, then, a strand in the organisation of secondary schools which is related to the competitive examination system. The question concerning the relative importance to the pupils of these organisational features, as opposed to others, can be demonstrated in the relationship of the formal organisation of the school to pupil involvement. King's study of pupil involvement in school showed that the higher stream pupils tended to be the most involved and to identify highly with their school. (12) In his view, ability specialisation conferred a new identity upon the pupil, an ability identity, and suggested that strong ability grouping heightened such identification. This identity formation through ability streaming operates upon the child's self-concept producing a particular role image for each pupil that derives directly from his place in the school organisation and his acceptance of its house rules.

The role of the pupil is relatively unspecified in that it tolerates a wide variety of behaviour and attitudes. (13) Since role is a two-way process involving the individual's own role conception as well as the role expectations of those with whom he interacts, the pupil's role performance will be modified as a result of his interactions in school, both with teachers and with other pupils. His 'role identity' is thus a product of negotiation between himself and 'role others'. It is thus firmly shaped by social interaction, and provides the basis of what Goffman termed 'role attachment'. (14) It is assumed that the pupil will be 'attached' to roles that give him personal satisfaction and where his role commitment is to activities that do not favour his self-esteem, he is likely to reject them, or at best 'distance' himself from them. This analysis offers one way of explaining Hargreaves' and Lacey's description of a cultural dichotomy between the upper stream pupils whose culture is characterised by values which are positively orientated towards those of the school and the teachers (the academic); and the lower stream pupils, whose culture inverts these values (the delinquescent).

It is posited that ability specialisation influences the formation of the role identity of the pupil by attributing to him his level of academic worth. Himmelweit (15) suggests that the use of streaming in school acts as a signal to the pupil in this respect and this can be extended to the total organisation of the school. It is not far-fetched to see this process as analogous with the categorisation of the patients in the asylum.

### 6. Schools and the Creation of Deviance

Thus the full meaning of allocation to classes made on imputed ability and reinforced by role expectations is made clear to the pupil and so the role-identity of the lower stream pupil is established. As a member of an institution which prizes academic ability and relates this to its official aims, he is classified as less able and thus is denied an acceptable role-identity consonant with the values of his school. He is therefore likely to negotiate a different role-identity, not in relation to the instructional organisation of the school which affords him so little regard, but against it, perhaps through despising academic lessons, the teachers who give them and the pupils who work during them. These shreds of self-esteem may represent the starting point of a role-identity deviant to the values of the school. This will usually be reinforced by the disciplinary procedures invoked to control any misbehaviour during lessons or to attempt to stimulate him into more successful 'work', which virtually guarantees further disaffiliation with the official values of the school and may throw him further into any deviant sub-culture. Trouble may be avoided by cheating, or copying. Status with his peers may be gained by challenging ever more forcefully the authority that has deemed them to have little worth. This vicious circle can lead to the strong possibility that the pupil will become more deviant in order to deviate. Once established, reform is difficult. The role expectations of his peers and of his teachers will impugn his sincerity and the intimate relationship of his own self-image with such expectation will tend to confirm the image of deviant.

Conversely, the upper stream pupil will be defined as a successful pupil and will be gratified to identify with the values of the school. The teacher's control techniques will be exercised in ways that cultivate his awareness of belonging to an upper stream, often at the expense of those in lower streams. The writer remembers vividly how his own membership of the A stream was both a threat and a promise; a threat of eviction to maintain standards of work and conduct and a promise of certain entry into the land of matriculation and University entrance. Hargreaves cites a similar instance:

> "The form teacher of the first year A stream felt a need to establish as early as possible an awareness amongst these pupils of being in an A stream, and regretted that the boys seemed to resist those pressures for the first two years in school." (16)

Invidious comparisons are made with lower streams and tokens of approval, such as the appointment of prefects, are almost invariably associated with the upper stream. This leads to an acceptance of a role identity which further differentiates between upper and lower stream pupils and thus the sub-cultural polarisation is certain to be perpetuated.

### 7. The Polarisation of Moral Careers

If the purpose of this instructional organisation, with its attendant allocation of pupils into competitively ordered and contrasted groups, is conducted under 'the same single authority', the head teacher, with a view to preparing children to sit the norm-referenced examinations that will determine their occupational futures, it is not surprising to find pupils' moral

careers thus polarised. In Hopper's terms, (17) the education system must strive to create situations in which some will need to be 'warmed up' and others to be 'cooled out'.

If these aims are to be achieved, the pupil must during his school career arrive at a role-identity appropriate for the social position for which he can be presumed to be destined. For many pupils this will be a matter of encouraging them to accept their ultimate position as fair, or at least the best available in an unfair world. The effect of streaming is to define the situation for a pupil in such a way as to make it easier for him to accept the inevitable and to entertain a role-identity appropriate to his occupational destiny.

Since, as has been argued, the reality of the definition in the school situation is the staff controlled one, the pupil's role is firmly fixed. It is certainly part of the teacher's own culture, for examinations, or at least assessment, has a similar function for trainee teachers. The use of punitive marks for late work, the endorsement of such virtues as effort, diligence and conformity in 'credits' and the halo effects of college identity do much to raise the moral tone of Examination Boards in Colleges of Education. It thus lends weight to the teacher's view of pupils and, if the official organisation endorses this by privileged time-tabling for upper streams or offering them as rewards to 'better' teachers, it becomes still more poignant. Under an authority more weighty than his own, the less able pupil is placed not only in a less prestigious group according to what is presented as an inexorably accurate law, but in one that is also contaminated with deviance. With similar support, the brighter pupil is convinced both of the inevitability of his success and its moral basis.

**8. The Lunacy of Competitive Examinations?**

Such aims must be mistaken. If this picture of the effect of school organisation on the secondary school pupil is correct, the school's attempts at socialisation are bound to fail for they lead to the creation of divisive role identities both in and out of school. The relationship of ability specialisation to competitive examinations appears to lie at the roots of these divisions. That they contribute to the establishment of the school as a total institution is also strongly pressed. Whether they be lunacy remains to be argued, but its very dominance provides a clue.

It is commonly supposed that such examinations are legitimated by society in so far as employers and higher educational institutions avail themselves of the grading accomplished by these examinations. It is, however, possible to doubt the utility of the information which such examination results supply. (18)

In the case of the higher educational institutions, such examinations serve no necessary purpose which could not be achieved by other means, e.g. through criterion-referenced, assignments and projects. Employers, too, could manage to find suitable employees even if they never learnt the results of 'O' Levels and CSE. Many large firms already treat them with considerable caution and others might even be better served if they were so deprived. For then they might determine in detail which capabilities they required in an employee and devise their own private tests instead of relying on public examinations, the contents of which are rarely related to specific occupational requirements. The confidence placed in GCE and CSE examinations is clearly unwarranted. Quite apart from their poor predictive qualities, the examinations tell outsiders nothing more than that the candidates are good at passing examinations. In a similar way, a clearance certificate from an asylum, giving a clean bill of mental health, tells an outsider nothing more than the former patient was once ill. The assumptions that the results of public examinations reflect the abilities of young people, abilities which can, moreover, be used to serve occupational requirements, are certainly not founded on familiarity with the examination papers or questions, or on the reliability of marking procedures. In that sense alone there is that distinction between the two cultures of the institution and the outside world which mirrors the relationship between the world of mental patient and 'normal' society. Just as "the craziness or 'sick behaviour' claimed for the mental patient is by and large a product of the claimant's social distance from the situation that the patient is in, and not primarily a product of mental illness", (19) so the uses to which school classifications are put do not necessarily reflect individual ability. It is thus manifestly problematic that this dominance over schools and the self-concepts of their pupils is rational or wise either for schools or the wider society. It is only one short step to describe it as madness!

**9. Conclusion**

In this paper an attempt has been made to show that secondary schools have much of the characteristics of total institutions and reinforce their values through their competitive instructional organisation which reflects a competitive examination system. In turn, the effects of such organisation on the pupils' self-conceptions have been traced to show the social divisions that ensue. This does not deny the existence of a certain inherent competitiveness in the schools irrespective of instructional organisation; nor that other forces, both internal and external to the school, help to shape the pupil's role-identity. It merely questions the wisdom of such forms in the light of the enormous impact schools have on the lives of their pupils. To institutionalise competitiveness in the ways described is unacceptable if legitimacy is established by refereace to society's need. Such a case for legitimacy has not been made out as this paper has endeavoured to demonstrate. It seems likely, moreover, that the secondary schools will not organise their instruction along saner lines unless the socially selective function of schools, institutionalised in competitive external examinations, is discarded; that is until external examinations lose their norm-referenced and competitive characteristics. Until they do, the analogy of school and asylum may not be so far-fetched after all!

**REFERENCES**

1. Goffman, Erving, (1968), *Asylums*. Harmondsworth: Penguin p.15.
2. ibid, p.17.
3. ibid, pp.24 ff.
4. Keddie, Nell, (1971) 'Classroom Knowledge', in Young, M.F.D., ed. *Knowledge and Control*. London: Collier-Macmillan, pp.113–158.
5. Lacey, C. (1970), *Hightown Grammar*. Manchester: Manchester University Press p.57.
6. Bernstein, Basil, Elvin, H.L., and Peters, R.S. (1971) 'Ritual in Education', The Open University, *School and Society*. London: Routledge and Kegan Paul, pp.160–164.
7. Guy, William and Chambers, Peter (1973), 'Public Examinations and Pupils' Rights', *Cambridge Journal of Education*, Vol. 3, No. 2, pp.83–89.
8. Pearce, John, (1972), *School Examinations*. London: Collier–Macmillan pp.103–104.
9. King, R. (1973), *Social Organisation and Pupil Involvement*. London: Routledge and Kegan Paul, p.117.
10. Hargreaves, D.H., (1967), *Social Relations in a Secondary School*. London: Routledge and Kegan Paul, pp.99–101.
11. Keddie, Nell, (1971), op.cit. p.155.
12. King, R., (1973), op.cit. p.179.
13. Calvert, Barbara, (1975), *The Role of the Pupil*. London: Routledge and Kegan Paul, p.77.
14. Goffman, E., (1961), *Encounters*. Indianapolis: Bobbs Merrill, p.89.
15. Himmelweit, H. (1966), 'Social Background, Intelligence and School Structure', in Meade, J.E., and Parkes, A.S., eds., *Genetic and Environmental Factors in Human Ability*. Edinburgh: Oliver and Boyd, pp.29–40.
16. Hargreaves, (1967), op.cit., p.94.
17. Hopper, Earl, (1970), 'Educational Systems and Selected Consequences of Patterns of Mobility and Non-mobility in Industrial Societies: A Theoretical Discussion'. Reprinted in Brown, Richard, ed., (1973), *Knowledge, Education and Cultural Change*. London: Tavistock, pp.31–32.
18. Guy and Chambers, (1973), op.cit., pp.87–88.
19. Goffman, E., (1968), op.cit., p.121.



**ACKNOWLEDGEMENT**

I should like to acknowledge the assistance of William Guy whose ideas were influential in the production of this article.


---

**ASSESSMENT AND SOCIAL SCIENCE TEACHING: A FRESH LOOK**

Extracts from the Report of the Integrated Social Science Commissioned Group of the Schools Council 18-plus Research Programme on the N and F Proposals. Publication October 1977. (Extracts reprinted by kind permission of the Schools Council).

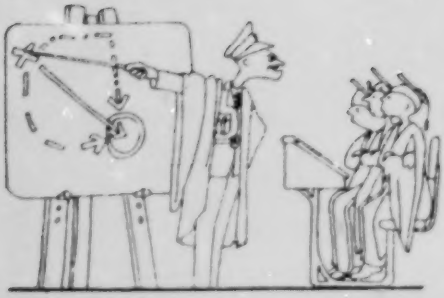
Edited by Roland Meighan and Frank Reeves.

**1. INTRODUCTION**

The Integrated Social Science Commissioned Group was set up to develop a syllabus and assessment procedure for N and F levels using the work of the Joint Matriculation Board and the University of Birmingham study group in Social Science as a starting point. Some members of the commissioned group had previously been members of this study group. It is referred to throughout as the J.P.A.L.S.E.

(See Social Sciences Advanced Syllabus. *Joint Project for Advanced Level Syllabus and Examinations*. (J.P.A.L.S.E.) (University of Birmingham 1972) ).

Members of the group have taught and examined in schools, sixth-form colleges, colleges of further education, colleges of education and universities. This has involved the majority of the group in developing and implementing curricula in single subjects and integrated studies in the social sciences. Between them the group have experience of teaching



# BRIEFINGS

**ASSOCIATION FOR THE TEACHING OF SOCIAL SCIENCES**

**No.10 A CASE STUDY IN INDEPENDENT LEARNING: AN A-LEVEL ECONOMICS COURSE**

**by Philip Negus**

**Introduction**

During the last few years there has been increasing discussion of the merits and demerits of mixed ability groupings. Many researches (1) have demonstrated the damaging effect streaming can have on the progress of individual children and we are all now familiar with the concept of labelling. Supporters of streaming argue that teaching mixed ability groups is not feasible and that the more able students are held back. The debate however does seem to miss the point that all teachers are teachers of mixed ability groups. No class of pupils is ever homogeneous, even in a rigidly streamed school.

In further education a single class can contain students varying widely in terms of age, intelligence, initial knowledge of the subject being taught and previous education experience. During the academic year 1974-75 one economic class at this college contained at one extreme a student with ten O-Level and two A-Level passes whilst at the other end of the scale was a student with two C.S.E. passes at grade one. Five of the class lacked O-Level mathematics, two had A-Level passes. An additional complication in further education is that some students attend on a day release basis and cannot be present at all lessons. Every year students enrol late often after having attempted to obtain a place at University or Polytechnic. They come to improve their grades and thus have very different requirement from students embarking on the subject for the first time.

Every September teachers are confronted in schools and colleges with classes of individuals regardless of whether the school is streamed or the college practices selection. What follows is a description of an attempt to come to terms with this fact.

**Independent Learning**

Once we recognise that classes contain individuals with different needs we must also recognise that we can no longer depend solely on traditional methods of teaching. Among the new techniques being developed is independent, or resource based, learning. These two terms cover a wide range of situations but in essence they represent the break-up of formal classroom teaching. Pupils work alone or in small groups using a variety of materials, they no longer sit in passive rows to be talked at by the teacher. The materials from which the pupils learn are frequently in the form of folders or 'packages' of information, exercises and stimulus material. R. Meighan (2) distinguishes between seven types of folder. There is for example the stimulus folder consisting of a collection of items on a particular topic that leaves the student free to design his own course of study. At the opposite pole there is the linear folder consisting of items that must be worked through in a set sequence determined by the design of the folder. Each type of folder has important implications for the use of the teacher's time: with the stimulus folder pupils may require considerable guidance at the start of the work, with the linear folder less supervision is required. P. Waterhouse (3) makes a similar distinction between a 'package tour', where the pupil makes an explicit 'contract' with the teacher to complete particular units of work, and an 'independent tour' where the pupil consults the index of resources and plans his own 'excursion'.

It is misleading to think of independent learning simply in terms of folders as this implies a rather narrow range of activities. A section of an independent learning scheme could well involve such things as making a tape recording or preparing a tape-slide sequence.

In theory independent learning has many virtues and it was these that in 1974 led myself and a colleague, Bruce Wainwright, to introduce an independent learning scheme for A-Level economics. An important advantage of such an approach seemed to us to be that students would be able to work at their own rate. No longer would twenty-five individuals be forced to march in step at the command of the teacher. This would be even more of an advantage when we consider the problem of

students returning to improve their grades sitting alongside students who have never before set eyes on a supply curve. Day release students could now easily be coped with since they could take units of work away with them to study at times to suit themselves.

Other factors which influenced us were that some of our students go on to University or Polytechnic and experience of independent learning could provide a better preparation for the private study required at these institutions than traditional classroom methods. It also seemed to us that with independent learning students would be forced to be more active in their studying: they could no longer doze happily at the back of the classroom in the afternoon sunshine. A final more mundane, but important, advantage seemed to lie in the area of textbooks. Since different students would be working on different topics then we could use our textbook allocation to buy small sets of a wider range of books.

**The Economics Course (4)**

Compared with some independent learning projects such as the individualised mathematics instruction course produced for Swedish schools ours is on a very small scale and offers only limited freedom to the student. This was the result of two important constraints: firstly like many other colleges of further education students take A-Level examinations after only one year of study and secondly for most students a pass at the highest possible grade is their only consideration. Although we might regard this as a debasement of education it is a fact with which we have to live. At the very least the new course had to enable students to obtain a high grade after one year of study. Any other objectives such as encouraging independence had to come second.

The first step in the introduction of the new course was to consult the syllabus and previous examination papers and draw up a list of skills, concepts and knowledge required by the students to pass their examination. Whether anyone possessing these skills, concepts and knowledge can be said to understand economics is another question but not one which concerns us here. We next drew up a list of 'blocks' of work; see table 1. Each block consists of some or all of the following:

a) basic information about the topic being covered;

TABLE 1

| BLOCK | UNIT | TITLE: CONTENTS |
|---|---|---|
| I | – | Population; law of diminishing returns; concept of optimum. |
| II | – | Basic concepts; opportunity cost; factors of production. |
| III | a | Supply and demand. |
| | b | Elasticity. |
| | c | Utility. |
| IV | a | Cost curves. |
| | b | Perfect competition. |
| | c | Monopoly. |
| | d | Exercises on the theory of the firm. |
| | e | Imperfect competition and Oligopoly. |
| V | a | British industry; division of labour. |
| | b | British industry; economics of scale; the small firm. |
| | c | British industry; monopolies and mergers. |
| | d | British industry; location of industry. |
| VI | a | Company structure and finance. |
| | b | The Capital Market. |
| | c | The Distribution Industry. |
| VII | – | Resource allocation; planned versus market economics. |
| VIII | a | Distribution theory; marginal revenue product. |
| | b | Wages. |
| | c | Rent. |
| XIV | – | Unemployment. |
| XV | a | National Income and Expenditure. |
| | b | Keynesian economics; consumption function. |
| | c | Keynesian economics; equilibrium. |
| | d | The multiplier and the accelerator. |
| IX | a | Money and barter. |
| | b | Commercial banks. |
| | c | Discount houses. |
| | d | Monetary policy; the Bank of England. |
| | e | Recent changes in the banking system. |
| X | – | The quantity theory of money. |
| XI | a | Index numbers; the Retail Price Index. |
| | b | Causes of inflation. |
| | c | Control of inflation. |
| XVIII | a | Government income; taxation. |
| | b | Government expenditure. |
| XII | a | Britain's overseas trade; the terms of trade. |
| | b | The Balance of Payments. |
| | c | The foreign exchange rate. |
| XIII | a | Comparative costs. |
| | b | Free Trade and protection. |
| XVI | – | The Trade Cycle. |
| XVII | – | Economic growth. |

b) references to textbooks, cassette tapes, slide-tape packs and newspaper articles;
c) extracts from Economic Progress Reports;
d) multiple choice questions;
e) numerical exercises;

f) essays and topics to prepare for discussion in tutorial.

Although the content of the blocks varies depending on the topic under consideration the aim is usually to provide a framework around which the student can build his own notes. Most blocks contain an assessment section. The contents of block IV; unit (a) are set out in an appendix.

When preparing the materials for such a course an important consideration is how exactly they are to be used. The use of the materials should be decided before their preparation and not vice versa. L.C. Taylor (5) suggests the following ways in which packages of materials may be used:

a) A package may be used under the close supervision of the teacher. All the pupils will be doing much the same thing at the same time.
b) Part of the course may be taught in a conventional way with the rest being covered by packages.
c) The whole course may be covered by packages and pupils work on set topics at the same time. Unlike the first alternative there is little teacher supervision. Time limits may be set for the completion of a particular package in order to keep the class in step.
d) Certain packages have to be completed by a a certain date. The amount of time spent on each and the order in which they are completed is up to the pupil.
e) All pupils work freely through the packages in an unrestricted manner.

Clearly the way in which the packages are to be used will influence their design and content. Packages designed for use under system one will require few instructions as these will be supplied by the teacher. Packages for the last system will require detailed instructions and information. A major problem is that a package that works well with one pupil may not work with another; in an ideal world packages would be designed with a particular individual in mind.

The use of the materials in our approach does not fit exactly with any of the alternatives listed by Taylor. Some students take the first of blocks given to them at the start of the course as being the order in which they must be tackled. Other students, after having completed blocks I and II, go on to blocks V and VI leaving the theoretical content of blocks III and IV until later. Students who have taken A-Level economics before tend to head straight for their weak areas. Thus except perhaps for the first few days when most students are working on blocks I and II the whole of the class is rarely studying the same topic. This may sound like Taylor's fifth alternative but it is not since we do not allow students complete freedom. There are many instances in economics where certain concepts have to be mastered before others can be coped with, hence when a student starts on a block made up of several units he has to work through them in the order shown. In block IV for example, on the theory of the firm, units (b) and (c) on perfect competition and monopoly will not be understood unless unit (a) on costs has been dealt with first. Nor do students have complete freedom of choice when it comes to mapping out their route through the blocks; they do not know in advance what is involved in some of the work so complete freedom cannot be allowed.

Each student has a weekly tutorial with a member of staff. The previous week's work is marked and particular points are emphasised to the student. His level of performance is summarised, entered on a record card and the next assignment set. This is not the only contact students have with staff since they often require particular problems to be cleared up as they work through the blocks. If they cannot gain access to us because we are dealing with somebody else there is usually another student in the group who can help them.

**The First Two Years**

After two years experience with the course a number of comments can be made.

a) **Student Reaction.** Many students displayed considerable signs of insecurity. This insecurity took three forms. For many students this was their first encounter with independent learning and they felt lost. With more traditional teaching methods students obtain a rough idea of what they ought to be doing by what is covered in class, their rate of progress is governed by that of the teacher. Our students lacked this guide and several clearly felt unhappy without it. As a result some students initially worked far too slowly, others far too quickly. The solution seems to be to set dates for the completion of the work although these dates must be realistically related to what the student is capable of achieving.

Another, intriguing, aspect of student insecurity was that several clearly did not believe they understood something unless it has first been explained to them by a teacher. The idea that they were quite capable of working out some simple concept for themselves seemed alien. Each year students came to us and demanded explanations of points which discussion revealed they understood quite clearly.

The third aspect of insecurity was the old one of summarising and note taking. Students now made their own notes from a wide variety of sources and as expected some students found this difficult. We attempted to deal with this problem by checking and discussing notes during the tutorials; as the year progressed so the supervision was reduced.

Although we did not conduct any systematic sampling of student reactions we did ask most of them what they thought of the methods we had adopted. To our surprise about half said they favoured the new approach once they had become accustomed to it. The most commonly mentioned

reason for liking the scheme was that you could "work at your own pace". Other reasons given were that missing the odd lesson was no longer important; that you were forced to read and that the system taught you how to work by yourself. The most frequent adverse comment was that not enough pressure was put on students to do the necessary work; that it was too easy to drift along without really doing anything.

b) **Discussion and Monotony.** A major weakness which emerged was the lack of opportunity for discussion between group sof students. Students did talk about the work between themselves but this is no real substitute for the guided discussion that can take place in the traditional 'talk and chalk' approach. We had originally hoped to hold discussions with small groups of students who had all reached the same part of the course. This did not work out very well in practice partly because of a lack of suitable accommodation for such discussions and partly because no two students ever seemed to be at the same point at the same time. The first problem has now be solved by partitioning off one end of a classroom and installing a small 'whiteboard'. This partitioned area also houses two cassette playback machines, a 'Caramate' for tape-slide sequences, library books on the social sciences and boxes of college produced resources for sociology, economics and psychology.

The original course lacked variety. Anyone contemplating the introduction of a similar scheme must take care to incorporate opportunities for a variety of activities. Possibilities include simple games, simulations, debates, films and consideration of case studies.

c) **Implications for the teacher.** An alternative subheading for this section could well be 'Teacher Exhaustion' since independent learning by pupils makes heavier demands on the teacher than the more traditional methods of classroom management. Detailed records now need to be kept for each student, a quick note covering the progress of the whole class is no longer adequate. Preparing the material for the course is very time consuming. To record an explanation on cassette tape involves writing a script; recording on reel-to-reel tape; editing or possibly rewriting; transferring to cassette and in an ideal world monitoring the effectiveness of the final product. Tape-slide packages involve considerably more time and effort. Even writing and duplicating a simple worksheet consumes a considerable amount of time especially if consideration is paid to presentation as well as content.

All this effort raises the question of opportunity cost. Perhaps the time we have put into the new course over the last two years might have been better refining our more traditional methods. We have compared the examination results achieved under the new scheme with the results achieved before it was introduced but with inconclusive results. The overall pass rate has remained the same but the number of students involved has been too small to enable any statistically significant conclusions to be drawn.

Once the units have been prepared it might appear that the work load on the teacher falls and that all he has to do is sit back and hand out the work. This is far from the case. Units have to be continually modified; experience shows that some do not work or are misleading; others are overtaken by changing circumstances. A section in block 1 on future trends in the birth rate and population growth has for obvious reasons had to undergo considerable revision. The Examining Board has introduced a paper of data response questions so we now have to incorporate similar types of question into the assessment sections of the blocks.

The strain is also greater within the classroom. With traditional methods the teacher knows what topics he is going to cover before entering the classroom but with independent learning he may not for the work to be dealt with is determined by the pupil. During a single lesson we have found ourselves covering a wide range of issues often having to answer questions for which we have had little time to prepare ourselves. Thus any teacher who is thinking of introducing independent learning must first of all be certain that he is really familiar with his subject.

d) **Tutorials.** These have been one of the great strengths of the course. Regular contact with a student enables us to appreciate more clearly his particular strengths and weaknesses. Able students can be encouraged to think more deeply about the subject whilst weak students can be helped to a minimum level of understanding. For some students tutorials were a great strain, they were unaccustomed to having to speak out and justify their opinions with rational argument. With conventional classroom teaching the idle, incoherent thinker can hide behind the more outspoken members of the class, with indpendent learning this is not possible.

**APPENDIX**

**Block IV: Unit (a)**

**Theory of the Firm: Costs of Production**

In this part of the course we are concerned with the following sorts of question:

a) How does a firm decide how much to produce?
b) What is the firm's most profitable output?
c) What is its most efficient output?
d) When will it pay a firm to cease production?

In this unit we are concerned with the firm's costs of production. These costs can be classified into the following:

a) FIXED COSTS: Those costs which remain constant as output changes; e.g. rent of premises. Even if the firm produces nothing these costs have to be met.

b) VARIABLE COSTS: Those costs which vary with output; e.g. wages.

c) AVERAGE FIXED COSTS: Fixed costs divided by the output produced.

d) AVERAGE VARIABLE COSTS: Variable cost of 'x' units of output divided by 'x'.

e) AVERAGE TOTAL COSTS: Total cost of 'x' units divided by 'x'.

f) MARGINAL COST: The total cost of 'x' units minus the total cost of 'x–1' units. The marginal cost is the cost of producing the last unit of output.

g) TOTAL COSTS: Fixed costs plus variable costs.

Below is a table of costs for a firm over a range of output from 0 to 15,000 units. Complete the table. The first few entries have been made for you.

| Output | Fixed Cost | Variable Cost | Total Cost | Average Fixed Cost | Average Variable Cost | Average Total Cost | Mariginal Cost |
|---|---|---|---|---|---|---|---|
| 0 | 250 | 0 | 250 | – | – | – | – |
| 1 | 250 | 70 | 320 | 250 | 70 | 320 | 70 |
| 2 | 250 | 120 | 370 | 125 | 60 | 185 | 50 |
| | | 140 | | | | | |
| | | 160 | | | | | |
| | | 190 | | | | | |
| | | 230 | | | | | |
| | | 280 | | | | | |
| | | 350 | | | | | |
| | | 440 | | | | | |
| | | 540 | | | | | |
| | | 660 | | | | | |
| | | 800 | | | | | |
| | | 960 | | | | | |
| | | 1200 | | | | | |
| 15 | | 1800 | | | | | |

All figures are in thousands.

Notice how fixed costs form an increasingly smaller proportion of total costs as output rises and how total costs, after a point, increase more and more rapidly due to diminishing returns.

Now plot total cost and fixed cost on a graph. Plot output on the horizontal axis and costs on the vertical. Choose a scale so that you get the largest possible graph. Use a pencil; graphs drawn in pen or biro will not be marked. If you wish to draw a straight line on the graph use a ruler. Label all lines clearly and make certain the graph has a title.

From the graph calculate the variable costs of:

a) 4,600 units

b) 8,400 units

c) 13,200 units.

On a separate graph plot average total, average fixed, average variable and marginal costs. Once again plot output on the horizontal axis. The table of figures shows marginal costs at the half way points between particular levels of output; e.g. the first figure for marginal cost, 70, is shown between output 0 and output 1. This is because marginal cost refers to the *change* in total costs as output changes from 0 to 1. (Those of you familiar with differential calculus should be able to see how marginal cost can be derived from the total cost curve on the first graph). When you plot marginal cost on a graph a similar rule applies, i.e. the-

marginal cost of increasing output from 0 to 1 should be plotted at .5, not at 1. (N.B. Your cost axis need only rise to £350).

**HAVE YOUR WORK CHECKED BEFORE GOING ANY FURTHER**

**READING**

Understanding Economics; pp. 137-142.
Harvey: Intermediate Economics; pp. 74-81.

You may also like to refer to the tape-slide set on costs of production.

**MAKE NOTES ON:**

a) the relationship between average cost and marginal cost
b) optimum output
c) the relationship between average costs and increasing/decreasing returns
d) normal profit.

**REFERENCES**

(1) For example; Douglas, J., *The Home and the School*, Macgibbon and Kee, 1964; Ford, J., *Social Class and the Comprehensive School*, Routledge and Kegan, 1969; Hargreaves, D., *Social Relations in a Secondary School*, Routledge and Kegan, 1967.
(2) Meighan, R., Individual Study Folders, *The Social Science Teacher*, February 1976, Volume 5, No. 2.
(3) Waterhouse, P., *A Handbook of Classroom Management for Independent Learning*, Resources for Learning Development Unit, Bristol.
(4) A full account appears in Negus, P., Individualised Learning and Economics, *Economics*, Summer 1976, Volume XII, Part 2.
(5) Taylor, L.C., *Resources for Learning*, Penguin, 1972, p.194.

The Briefings Series is edited by Roland Meighan, Faculty of Education, University of Birmingham, Birmingham B15 2TT, England.

Copyright 1977 by A.T.S.S. Reproduction in part or whole without written permission is strictly prohibited. All rights reserved.

the following subjects at a variety of age levels – sociology, social psychology, psychology, social anthropology, economic and social history, politics, philosophy and social administration: in addition, some members of the group have experience in youth and community work.

**MEMBERS OF THE COMMISSIONED GROUP**

| | |
|---|---|
| L. Darbyshire | Ewell County Technical College |
| S. Dickinson | Ewell County Technical College |
| J. Harris | Abraham Moss Centre |
| R. Meighan | Faculty of Education, University of Birmingham |
| J. Orton | Lawnswood School |
| F. Reeves | Postgraduate Student, University of Warwick |
| H. Reynolds | Codsall Comprehensive School |
| I. Shelton | Didsbury College of Education |
| E. Williamson (Chairperson) | Manchester Council for Voluntary Service |
| D. Warm | South Manchester Jewish Youth and Community Centre |

The J.P.A.L.S.E. Social Science Course proposals had three distinctive features. They were:

1. A student centred approach.
   RATHER THAN
   A teacher centred approach.
2. The central use of practical experiences.
   RATHER THAN
   The exclusive use of 3rd or 4th hand experience often codified in a text book.
3. A network approach to content.
   RATHER THAN
   A linear of hierarchical or concentric approach to content.

It would now seem that a fourth feature of an alternative approach to assessment is the logical development of these three features. The following extracts from the report illustrate the group's thinking about such an alternative.

## 2. CONTENTS OF THE REPORT

The investigation of the implications of the major features of the brief – namely, that students indicate their own, preferred areas of study and preferred assessment methods with guidance from teachers – has been the starting-point for the proposals put forward in ten interrelated papers. These are described briefly below:

*Paper 1: Why Integrated Social Science?* An examination of the complex nature of subject integration. Justifications provided for adopting a course which has as one of its first aims the integration of the social sciences.

*Paper 2: The Nature of the Course.* A description of the three essential characteristics of the course, that it is student-centred, involves practical experience, and has a network syllabus.

*Paper 3: The Implications of the Course for Students, Teachers, Examining Boards and Schools.*

*Paper 4: Justification for Attempting New Assessment Methods based at School Level.* In the light of the aims of the course outlined in Paper 2, a justification for new assessment methods is provided.

*Paper 5: Criteria of Assessment.* Some of the skills and abilities expected of the student are listed, viz, knowledge of approach of the social sciences, comprehension, application and analysis, and the ability to evaluate social science work.

*Paper 6: Forms of Assessment.* The role of assessment in the learning process and the forms of assessment that may be chosen by the students are outlined.

*Paper 7: Methods of Assessment.*

*Paper 8: Forms of Certification.*

*Paper 9: The Distinction between N and F.*

*Paper 10: Guidelines for Teachers.*

Major extracts are taken from papers 3, 4, 6, 7 and 8.

The ideas in Paper 1 are familiar to ATSS members since they were the subject of Monograph No.3 'Integrated Social Science: A Distinct Possibility' by Frank Reeves, so only a brief extract is given below.

The thinking in Paper 2 was elaborated in ATSS Occasional Paper No.1 'Is an Integrated Social Science Possible?' by Roland Meighan, so only brief extracts from the report appear below.

Papers 5, 9 and 10 are omitted because of the limitations of space, and they can be seen in the full report which has been circulated to all schools.

## 3. EXTRACTS FROM THE REPORT

### (a) EXTRACTS FROM PAPER 1: WHY INTEGRATED SOCIAL SCIENCE?

1.14 The integrated nature of the JPALSE Social Science syllabus may be justified in the following ways:

(a) From a socio-historical points of view, there is some reason to believe that the divisions between the social sciences performed, and still perform, an ideological function by separating the economic, social, and political, and, therefore, preventing the growth of objective knowledge and the possibility of its use for social transformation. Similarly, the distinction between social science and social studies may not only represent a lack of rigour and increased ideological content on the part of the latter, but an inclination to confine "socially objective knowledge" to a particular privilege group of school or college students. Such effect might be minimised by the adoption of the JPALSE approach in which the student plays a much greater part in selecting the area of study and the direction(s) he wishes to follow. Certainly, the dangers of separating the social sciences are brought home by an examination of the contingencies attendant on their historical development.

(b) We feel that the attainment of integration in the sense of the student reconciling the explanations offered by the different social sciences and making them part of his already existing social consciousness, can be best achieved by the adoption of the JPALSE approach. Existential questions and the use of first, second, and third hand experience and the emphasis on student-centredness will be of help here.

(c) From an epistemological point of view, some degree of integration is possible at the level of subject matter. At the critical level of theoretical integration, a number of broad theoretical perspectives may be drawn upon, although social science is perhaps "still absorbed by mere description and phenotypic taxonomies of its subject matter as was Aristotelian botanics". (14) Different theoretical perspectives may be compared and evaluated in a study of the philosophy of the social sciences – an element certainly present in the JPALSE suggestions. In any case, it is worth pointing out to the purists that many school disciplines (among the more obvious: geography, general studies, history, psychology) are not integrated at the theoretical level.

(d) The JPALSE syllabus is conceived as a process of working together towards the development of a common theoretical system. The intention is for theoretical integration to take place. The point is not that the social sciences are integrated, but that they should become so.

1.15 We conclude that the idea of a social science course taught on the lines laid down in the JPALSE syllabus is as soundly theoretically based as many of the other disciplines that grace the school curriculum. There are also strong socio-historical arguments for attempting integration in the educational institution and in the student's consciousness. Finally the pragmatic arguments against the fragmentation of the teaching of the social sciences should be considered: there is neither time, money, nor staff, to teach the social sciences separately.

## (b) EXTRACTS FROM PAPER 2: THE NATURE OF THE COURSE

2.1 The approach taken in this course has three essential characteristics:
it is student-centred, it makes extensive use of practical experience and it employs the flexibility of the network syllabus.

### The Student-Centred Approach

The course which is student-centred involves:

(a) a participation in planning, execution and assessment of the learning experience including:
the identification of students' areas of interest as these develop;
the use of students' existing stock of folk-lore concepts about society, their experiences and expectations,
the use of the experiences and evaluations of the course provided by former students:

(b) a co-operative or syndicate teaching method where students learn from each other and from materials structured by the teacher, with teachers as guides and consultants during the learning process:

(c) a situation that encourages active learning on the part of all: experiences that involve students, direct observation and the use of simulations.

### Practical Experiences

It is essential for the Social Science student on this course to learn through practical experiences. These may be arranged in a continuum, according to how directly they are experienced: personally (first-hand experience), data communicated by others (second-hand experience), and comment on such data made by people other than those who collected it (third-hand experience). These are not distinct categories and much material may be included in more than one category, according to the purposes for which it is used.

(a) *First-hand experience.* Here the student is conceived as "doing" Social Science. Wherever possible, she/he will be involved in the analysis of social groups as a participant member. Use should be made of the various social groups to which a student already belongs: work, leisure or community groups.

The criterion for first-hand experience is that students gather their own data. Methods of data collection could include: observation (especially participant observation); conducting a survey (using open-ended interviews); designing and carrying out an experiment (especially making use of "natural" experiments).

(b) *Second-hand experience.* The criterion for second-hand experience is that students study data gathered and concepts formulated by others. Some examples are: talks by people about their first-hand experience such as a councillor, a community worker, a research worker, a Trades Union Member involved in a dispute, a prison officer; autobiographies; taped and videotaped reports of events; visits to exhibitions and museums; role-play; games and simulations.

(c) *Third-hand experience.* The criterion for third-hand experience is that students study the analysis of data or the representation of problems made by commentators. Some examples are: reports in tutorials, seminars, lectures, and H.M.S.O. publications such as Census statistics; articles in magazines and journals; books including works of fiction.

### A Network Approach to Content

(a) The content is seen essentially as a network of interacting, overlapping features, and not a linear, concentric, cyclical or hierarchical syllabus.

(b) It follows that a course could start anywhere in a network.

(c) Each item raises questions about some of the others and any of these may be the next item for investigation.

(d) Items may also be reinvestigated after a study of related topics.

(e) Members of a course could construct their network alone, or in conjunction with others.

2.3 It is assumed that use would be made of the following academic disciplines and of a variety of perspectives within these disciplines: sociology; social psychology; psychology; social anthropology; economics; political science. (see Paper 1.10).

2.4 This course could be operated either by a single teacher periodically calling upon the expertise of others or by a team of teachers (1). It might be possible for schools and colleges to co-operate, students making use of expertise and resources in a group of institutions on a communal basis.

2.5 It has been agreed that within the boundaries of the subject matter of social science, students should choose freely. The subject matter would emerge from the negotiations between co-learners. Courses in different centres might appear to be entirely different from each other. There would be an underlying concern that the concepts, perspectives and methods be understood and applied and the tentative nature of the social science enterprises be appreciated (2). The working party agreed that a student should be able to operate one perspective and to examine others critically (3).

(a) N and F level students should pursue their studies together. Exactly which criteria should be used to distinguish between the levels is discussed in Paper 9 Sections 6.2–6.4.

(b) The research skills required would be those emanating from the perspectives and situations chosen by students. Methodology would be learned, not in isolation, but in an on-going relationship with these perspectives and situations. Theory and practice would not be subjected to the division that has affected them in many courses.

## (c) EXTRACTS FROM PAPER 3: THE IMPLICATIONS OF THE COURSE FOR STUDENTS, TEACHERS, EXAMINING BOARDS AND SCHOOLS

The implications of this kind of course for the parties involved are considerable.

### 3.1 STUDENTS

The activity of students would increase and many more demands be made of students. The assumptions here are that:

(a) students would be involved in making decisions about
  (i) what to study,
  (ii) how to study,
  (iii) how to assess their learning,
  (iv) which type of certificate is appropriate.

(b) students might find this kind of learning experience
  (i) more interesting,
  (ii) requires fuller and more active participation, reducing feelings of alientation.

(c) Students would find their learning related to both personal experiences and common-sense concepts about social behaviour,

(d) students would learn new roles including those implied in (a) above,

(e) students could find these new demands threatening and taxing, and they may have to redefine many assumptions uncritically absorbed about learning and teaching.

### 3.2 TEACHERS

The activity of teachers would change emphasis and their energies become redirected. The assumptions here are that:

(a) teachers
  (i) would become consultants and co-learners rather than instructors,
  (ii) would become consultants about assessment procedures,
  (iii) would become organisers of learning,
  (iv) would need to redefine their authority as achieved rather than ascribed,
  (v) might find this kind of role more interesting,
  (vi) might also find these changes threatening and taxing (see 3.1 (e) above).

(b) the start of a new course, perhaps four or six weeks, would involve a series of discussions and negotiations with a group.

(It might be argued that this is a full, rather than the limited, educational task of subject instructor).

### 3.3 EXAMINING BOARDS

It follows that there is an expanded role for an Examining Board in all this, and a changed pattern of activity would result:

(a) Examining boards would
  (i) act as consultants to schools,
  (ii) need to provide a range of assessment instruments for schools,
  (iii) be involved in external moderation activities.

(b) The provision of assessment instruments would require a research function of some kind,

(c) Examining boards may be involved in training teachers in assessment technques.

### 3.4 SCHOOLS

(a) Pupils and teachers should find schools more interesting and challenging places in which to be.

(b) Schools would need to release staff, as they do now, for moderation duties and consultations with Examining Boards.

(c) Any use of placements for first-hand experiences would require timetabling adjustments.
(d) Resources centres in schools would need retrieval systems that allow students to use the resources independently.
(e) Flexible financing policies might be necessary to allow some decisions about purchasing to be made during a course.
(f) Although one member of staff could organise the kind of course recommended, team organisation might be advantageous where possible; inter-school co-operation with an inter-change of information, mutual support, and encouragement would be desirable.

## (d) EXTRACTS FROM PAPER 4: JUSTIFICATION FOR ATTEMPTING NEW ASSESSMENT METHODS BASED AT SCHOOL LEVEL

4.1 The argument could be sustained on several levels.
(a) The limitations of present methods to achieve their stated aims effectively. (See Footnote 1, page 10).
(b) The limitations of present methods in educational terms. (See Footnote 2, page 10).
(c) The limited range of assessment possibilities of the present system. (See Footnote 3, page 11).
(d) The logic of the kind of social science course envisaged requires alternative assessments.

The last of these will be developed here and footnotes on the first three are given.

4.2 *The logic of the kind of course envisaged requires alternative kinds of assessment.*
It might be argued that in a course which is student-centred, based on first-hand experience and a network syllabus, there should be no need for formal assessments since the evaluation of success and failure is an integral part of such an experience. However, a compromise position between this view and the present external system might be achieved.

New assessments should therefore *respect the logic and preserve the principles of the course proposals within the existing formal examination system.*

(a) *A Student-Centred Approach and Assessment.*
Student-centred, as it was defined in the original proposals, implies that students:
(i) choose from a range of assessment possibilities,
(ii) choose assessments which enable them to demonstrate their strengths,
(iii) choose from a range of certifications.
A situation where students negotiated content and learning methods but had assessment procedures imposed from without would begin to be teacher- or examiner-centred again.

(b) *The Use of Practical Experiences and Assessment.*
The range of practical experiences possible also suggests that a range of assessment formats would be necessary. Some experience might be presented as essays, others as tape recordings, trials, photoplays, dossiers, or oral presentation.

(c) *A Network Approach to Content and Assessment.*
Implications here are (i) a wide ranging 'syllabus' which could never be 'covered' by any student
and (ii) a wide variety of courses according to the decisions taken regarding routes through the content network, so that no centralised formal examinations would be feasible.

## FOOTNOTES

Footnote 1.
*The limitations of present assessment methods to achieve their stated aims effectively.*
The charges are numerous. They include the following:
(a) They are inaccurate in describing candidate performance;
(b) They are of low validity in predicting future performance;
(c) The are limiting in requiring school work to stay close to what is examinable or selected for examination.

Therefore the need for new assessment methods could be said to be needed even to maintain effectively the status quo, i.e. selective entrance to universities, professions and employment. This appears to be the conclusion of the World Yearbook of Education 1969 on Examinations.

(Supporting evidence for the above and other charges is given in a range of publications beginning with the classic 1935 Hartog and Rhodes 'An Examination of Examinations', through to the 1969 World Yearbook of Education, and on to the recent 'Assessment in Education' (1975) by D.G. Lewis). See also Paper 8.

Footnote 2.
*The limitations of present methods in educational terms:*
The charges here include,
(a) the external examination system often stresses selection for employment at the expense of personal development;
(b) alientation of learning often occurs so that it becomes a thing apart, an activity performance for a utilitarian purpose only and evaluated by others;
(c) the frequent substitution of 'learning the course' by 'learning the tutor or examiner', (this is the 'trading for grades' or 'learn how to outwit the examiner' view);

(d) limiting learning to what is readily examinable or what examiners usually choose to examine;
(e) the emphasis on competitive rather than co-operative learning.

The need for new assessment methods is therefor seen as necessary to help change the whole emphasis of educational activity.

(Writers who have contributed ideas here include D. Holly in 'Beyond Curriculum', H. Becker in 'Trading for Grades', H. Mackintosh and L. Smith in 'Towards a Freer Curriculum' and J. Holt in 'How Children Fail').

Footnote 3.

*The present system selects only a small proportion of the assessment possibilities open and therefore distorts the educational process,* The charges include:

(a) ignoring the assessment of courses and their efficiency and thereby blaming students for teaching inadequacies;
(b) ignoring the assessment of the learning process itself thereby giving a false emphasis to 'right' answers and discounting how to learn from mistakes. This leads to the discouragement of intellectual risk taking;
(c) ignoring the possibilities of self-assessment and group assessment.

## (e) EXTRACTS FROM PAPER 6: FORMS OF ASSESSMENT

6.1 The forms of assessment used on this course should evaluate student-centred work. This includes students' decisions about what to learn and how to learn, and their ability to do social science using first, second and third-hand experience. Students may choose, in association with their tutors, the forms of assessment to be used to evaluate their work. Where appropriate they may choose to be assessed by their fellow students as well as the tutor or examiners. For example it might be more appropriate for visual presentation and multi-media productions designed for an audience to be assessed by a group. The assessing group might include fellow students, the tutor or tutors, and an assessor or moderator from outside. Clarity and effectiveness of presentation could certainly be judged in this way although it might be preferred that specialised content should be judged by a tutor or external assessor.

6.2 With most conventional forms of assessment the student learns very little but there is no reason why the assessment procedure itself should not be a fully integrated part of the learning process. In the course we expect students to learn how to evaluate their own work. Students should have the opportunity to assess their own work at all times and awareness of its strengths and weaknesses is an important criterion in the overall assessment. Judgement concerning the quality of the work should be open to negotiation. Assessment and evaluation are therefore part of the course itself and not a single traumatic finale.

6.3 The choice of form of assessment will depend very largely upon the product to be assessed and the process which lies behind the creation of the product. This assessment can be both continuous and terminal. A student's individual work or his/her contribution to a group may be assessed. Processes and products might include contributions to group discussions, interviews conducted by the student, essays, tape recordings, graphs, charts, photographic illustrations, talks, diaries, videotapes, films or written project reports. It is also quite likely that some students will produce multi-media presentations (see Paper 7).

6.4 To cope with such a variety of processes and products a variety of assessment forms would be needed. These may range from a traditional timed examination of unseen essay questions to a research design in a practical context.

6.5 The continuous assessment of student-centred work might involve the use of a number of processes, from the initial choice of topic, to the final report. In this way the actual learning and working process of the individual student is being assessed. The cycle of study activity is as follows:

(a) Choice of topic, comprehension of the task and establishing of project objectives.
(b) Choice of appropriate methods of study.
(c) Collection of information.
(d) Analysis of information.
(e) Conclusions drawn from analysis.
(f) Presentation.

Each student will be working through a sequence of projects and within each separate project will undertake six activities. Each complete cycle presents the opportunity for formal assessment. The repetition of this cycle provides a series of staging posts some or all of which can be used for formal assessment. Students choose the point at which they feel ready for assessment. They may also choose the form each assessment should take, including oral assessment. Each student presents an account of his/her work (possibly based upon a diary) to the tutor. The tutor then assesses the work and invites each student to comment upon the assessment. The student's performance in this discussion is assessed by the tutor. In the light of the discussion the tutor may revise his original evaluation of the student's account. The assessment need not necessarily take this form, and a good deal would depend upon student-tutor relationships.

6.6 Thus the forms of assessment will vary almost as much as the processes and products presented by the student. Students should be able to negotiate both the form and the outcome of this assessment of their work (see Paper 7). In this way the assessment becomes as much a part of the learning process as any other component in the course.

## (f) PAPER 7: METHODS OF ASSESSMENT

7.1 It is inherent in this approach to social science teaching and learning that schools are afforded freedom and opportunity to design and modify syllabuses, and the methods by which grades are awarded. The latter may include a variety of specific forms of assessment selected by students after consultations with tutors (see Paper 6). This flexibility, however, inevitably makes the work of moderation more complex.

7.2 Every student has the right not to be nominated for moderation and eventual certification (see Papers 8.2 and 9.31). Where students wish to be certificated by an external agency, however, there must be moderation procedures through which certifying authorities (examining boards) can validate participants' judgements regarding students' work. The latter will include not only final products, e.g. essays or projects, but also the way in which the student has undertaken study during the course.

7.3 Students' work is best assessed by those most actively involved in the learning situation, namely the students themselves and their tutors. They will have the fullest insights into the processes of study, learning, and assessment, of 'doing' social science. External certification qualification requires that the work of students be comparable with that of students in other institutions in terms of agreed criteria of assessment. Assessment for the purpose of school or college certification will be solely the concern of that school or college (see Paper 8.2 (c)).

(a) Because students may design courses which emphasise different packages of skills within the total range (see Paper 5), moderation should correlate those negotiated criteria of assessment with judgement of quality expressed by the participants.

(b) In many cases, selected criteria of assessment will correspond with particular levels, specifically 'N' and 'F' (see Paper 9). In these cases, then, moderation will correlate quite specific, externally approved, criteria of assessment with judgement of quality.

(c) In sum, moderation must be flexible enough to cope with the relationship of alternative criteria of assessment to judgements of quality.

7.4 The effectiveness of any moderation procedure will reflect the extent to which it is based upon teachers' agreed views about the quality of students' work. To facilitate this, it is proposed that regionally distributed examining boards establish within their boundaries a number of area committees. These committees will be permanent consortia of those schools organising courses based upon these proposals. Each member of staff in charge of such a course must serve on the area assessment committee.

(a) Each committee will be chaired by an Adviser on Moderation nominated by the examining board. He or she will normally be experienced and expert in forms and methods of assessment at 18+ and as such will act in an advisory capacity. He will have a casting vote.

(o) The purpose of the area committee's work is threefold:

(i) for teachers to meet together to discuss the interpretation and the application of standards;

(ii) for standards to emerge from the collective thinking of practitioners in the subject and in the course;

(iii) to establish the consensus of opinion among teachers and to monitor the extent to which it is shared by all participant teachers.

(c) In addition, members of the area committee will be engaged in assessing the work of other member-teachers.

(i) The first assessor(s) of students' work in any centre will be the tutor(s) concerned and the students themselves.

(ii) In addition, selected candidates' work will be marked by two additional assessors marking independently. These additional assessors will be members of the area-committee.

(iii) All assessors will have attended an agreement trial beforehand to determine whose assessments are within permissible tolerances.

(iv) Internal assessment will only be adjusted if both additional assessors agree that an internal assessment has been either lenient or severe, in which case the internal assessment will be adjusted to the mean of the two additional assessments.

(v) Arrangements for this multiple assessment will be determined by the area committee, subject to the advice of the examining board. Considerations of finance, time and effort will doubtless be significant factors.

(vi) The total work of selected candidates will be examined in this way, rather than a sample of the work of all candidates. Priority will be accorded to those candidates whose work is internally adjudged to be borderline (including pass/fail) or whose work is adjudged with significant differences by teachers and students.

(vii) Students may make personal representations to the area committee in the event of any unresolved differences of opinion regarding assessment.

## (g) EXTRACTS FROM PAPER 8: FORMS OF CERTIFICATION

**Present Practice**

8.1 At present the majority of 'A' Level certificates only indicate grades. Certificates do not in general indicate performance in different components of examinations. At other levels where continuous assessment is concerned, marks for components may be known but do not always appear on the certificate. Thus a certificate may show the same grade for two students but actually reflect a different combination of abilities.

Given all the possible objectives of certification we feel that existing certificates neither provide enough nor sufficiently accurate information. Criticisms concerning present practice appear in footnotes 1 and 2.

(a) Justifications for Present Practice

Justifications for certification obviously relate closely to those for examinations as a whole. (1)

(i) *Official Justifications.* These include

(a) Qualification – evidence that a standard has been reached. (2)

(b) Prediction – that results which appear on certificates are indicative of future performance. (3)

Both operate as convenient selection procedures for universities and employers who assume that standards, reliability, validity and comparability exist. (4)

(ii) *Unofficial and semi-Official Justifications.* These include

(a) Belief that competition encourages learning and certification is an incentive. (5)

(b) Social control – the use of examinations and certification to justify and support the internal constraints on students and staff in terms of curriculum and classroom practice, in addition to the prevailing external institutional and structural conditions which may cause emphasis to be placed not on learning objectives but on those of socialisation and occupational and social placement.

### FOOTNOTES

(1) "The problem of examinations strikes at the very roots of the whole meaning and significance of education in society . . . The essence of the problem is . . . the validity of education."
Kandel (1936) in 'Reliability and Validity of Examinations.' R. Cox.
World Year Book of Education 1969 Examinations. Evans.

(2) Evidence that ". . . the life chances of large numbers of individuals . . . will be based on the lottery of the grading of our statistically reliable exam system" comes from a study by Mr. Alan Wilmott and Dr. Desmond Nuttall for the Schools Council. Their findings indicate that "when it comes to an individual candidate every grade on a five point scale should be read plus or minus one. That is, a real distinction can be drawn between two candidates with grades separated by two points, but if you are comparing a grade one with a grade two, or two with a three, the difference quite likely depends on the luck of the draw."

". . . the main conclusion of the authors seems to be that to go on refining 'reliability' of exams to make them statistically 'fairer' may mean narrowing them down until they are not especially valuable in covering a useful curriculum field." With a quarter of 'O' Level and CSE candidates given the wrong grades as indicated above, "Dr. Nuttall said that the chances of substantially improving exam consistency was remote."

Times Education Supplement 21.11.75

(3) a. "present evidence strongly suggests college grades bear little or no relationship to any measures of adult accomplishment." 'D.P. Hoyt, 1965 The Relationship between College Grades and Achievements ACT Research Report No.7 Sept.1965. American College Testing Programme IOWA'.

b. Similar evidence is to be found in Hudson 1966 Degree Class and Attainment in Scientific Research. 'British Journal of Psychology 15.'

(4) As early as the 1930's the question of comparability and validity of examination grades has been questioned. Hartog and Rhodes (1935, 1926) "All the experimental data has shown that for a particular performance expressed in terms of an exam script, assessment by different examiners produces marks with considerable variability such that in the determination of these marks, the part played by the examiner can be greater than that of the performance of the examinee." H. Pieron 1963 Examens et Docimologie. Paris. World Year Book of Education as above. ". . . the standards set by examinations whether those of a basic pass or an ABC . . . grading system are in the last analysis wholly subjective. They are based on what candidates, in the opinion of the examiners (or chief examiner) should attain no internal consistency or other form of reliability is published. The exam boards do not consider it part of their duties to inform teachers and pupils of the reliability and validity of their products." 'D.G. Lewis, Assignment in Education, Chapter 5. Examinations. Unibooks Ltd.'

Recent research by Alison Kelly of Edinburgh University has produced evidence that there were wide variations in the standard expected by different disciplines at the Higher Grade Exams of the Scottish Certificate of Education. Research in Britain suggests that such variability is not affected by national boundaries. 'New Society April 13, 1976.'

(5) Evidence of the harmful consequences of formal assessment can be found in the following:

(i) "trading for grades" (Becker)

(ii) "playing the subject game" (Barnes) et.al. Language, the Learner and the School

(iii) "Alientation of Learning" (Holly) Beyond Curriculum

(iv) "Avoidance of intellectual risk taking" (Holt) 'How children fail'.

(b) Present Methods
The vast majority of examinations and certifications reflect norm-referencing procedures. These involve tests of ability or attainment which are intended to probe individual differences and hence the extent to which an individual's performance differs from that of others of similar age and background.

This implies that only a certain proportion of the population may pass or achieve a certain mark regardless of the objective standard. The criteria of evaluation are not expressed and tend to be relatively limited.

(c) The conclusion from the evidence is that the present system of grading does not clarify the criteria employed in establishing the standard either between subjects or between candidates who may display skills and abilities in different measures yet be awarded similar grades. Grades in general are not regionally comparable nor are the syllabus and assessments with which they are associated.

Certificates indicate merely that a candidate has been assessed not when, how or on what (s)he has been evaluated.

**8.2 Principles of JPALSE Related to Certification**

(a) The student has the choice in whether or not he acquires a certificate. (see Paper 7.2).

(b) The student may choose the form of the certificate.

(c) Information on the certificate to include the following possibly in the form of a profile as well as a grade.

(i) Course and content followed and skills achieved.

(ii) Record of forms of assessment chosen by the student.

(iii) In the case of school or college assessments which are school certificated grades indicating comparative performance within the school or college could be provided with the agreement of the students concerned.

(iv) In the case of school assessments which are board certificated the Board should moderate as outlined in Paper 7.

**8.3 Certification Options**

(a) (i) N & F — Board certificated.
(ii) N equivalent — School certificated.
(iii) N only — Students own folder.
In the case of (iii) the student is effectively opting out of the conventional certification and assessment system and would not be said to have acquired an N or F qualification as such. (6). (and see also Paper 9.3).

(b) We feel that the demands of certification should not be allowed to influence the principle of student choice and the nature of the course that is negotiated. However certification has to be made available to students who want or require "legal currency" in terms of qualifications, while the present system persists (see Footnotes 1–5 on its limitations both educational and statistical).

## 4. SUMMARY

Almost any summary distorts by over-simplification and what is stated below is no exception. Reference back to the appropriate documents is recommended for the details of each statement.

The JPALSE Social Science Course proposals had three distinctive features. They were:

(a) A student-centred approach.
(b) The central use of practical experiences.
(c) The network approach to content.

RATHER THAN

(a) A teacher-centred approach.
(b) The exclusive use of 3rd or 4th hand experiences often codified in a text book.
(c) A linear or hierarchical or concentric approach to content.

It would now seem that a fourth feature of an alternative approach to assessment is the logical development of these three features.

(d) An assessment approach that is

(i) negotiated to a considerable extent within a school,
(ii) offers a wide choice of forms of assessment,
(iii) offers a choice of types of certificate.

RATHER THAN

(i) predominantly imposed by a Board,
(ii) offers a limited range,
(iii) offers a single type of certificate.

For those searching for the tips and hints amongst the barrage of theory we reprint the following article. It first appeared in the 'Public Administration Teacher' Vol.3, Summer 1977. We gratefully acknowledge the permission of the editor of the 'Public Administration Teacher' to reprint this material.

## EXAM TECHNIQUE

**By PAT**

Anyone who examines regularly at regional or national level for one of the GCE boards or the LGTB is bound to be struck by the fact that year after year the same faults in scripts appear, that year after year they are noted in the Chief Examiner's published report – and that you can find the same kinds of fault in different subjects. Do teachers never read examiner's reports? Or are such candidate errors just inevitable?

I refer to such hardy perennials as: not answering the question set but some other, superficially similar; not answering all of the question set; including quite irrelevant material; failing to clinch the material into the specific answer required; and so on. There are also common spelling errors, and various classes of apparently ineradicable misconception and howler. But here I want to stick to the first set, which arise from faulty examination technique.

We do not teach examination technique enough, if at all. Teachers will spend one hour at most on that, for every one hundred hours spent on substantive content. Yet any examiner – at any level – will confirm that more marks are lost (or not gained) by poor approach to the question than are lost from lack of subject knowledge. It is not the case that the average candidate does not know enough facts, but that he or she can't use them to greatest advantage. Let us agree that the purpose of any examination of the GCE or LGTB type is only superficially the testing of subject knowledge (or memory). At the level which counts, it is to certify the quality of the candidate's mind – whether he or she can think, organise argument, and present it clearly.

Perhaps it is we who are so subject oriented that we dare not consider too directly the fact that, in the education system, the subject is but the medium: the message is the inculcation of thinking skills. And these skills can be taught, directly and practically if not in the categorical academic manner, via the teaching of examination technique. Exam technique is not, to my mind, an educational irrelevance, a concession to 'the system', the reluctant recognition that "we have to stop learning now, and concentrate on passing exams to get bits of paper to get jobs with". Exam technique may well be the only 'skill relevant' teaching, teaching about thinking, that some students ever get.

In this as in most things an ounce of demonstration is worth a ton of precept. Let me give just one illustration of what I mean by the teaching of exam technique. How can a teacher help even the weaker candidate to ensure that he or she answers the question set, only the question set, and the whole question set? I favour a simple mechanical technique or gimmick which is easily learned, and which will always pay off at least a little. I call it the 'say and say again' technique.

### SAY AND SAY AGAIN

The candidate repeats the question to himself *sotto voce*, several times over, each time accenting different word, and scribbling a note of what that particular emphasis brings to mind. He then uses these notes to plan his answer. It could go like this (the example is from a Clerical Examination of LGTB ten years ago).

*Outline the chief constitutional functions of the Monarch.*

*Outline.* Sketch in – must be several of them – no detail needed.
*Chief.* Can get away with three or so, but mustn't be trivial – what would be 'trivial' here?
*Constitutional.* Why, what other kinds of functions possible? – not social; focus of patriotism – yes?
*Functions.* Wider than 'duties'? Rights? Roles?
*Monarch.* Yes, well . . . just means the Queen? Not the Crown? Any Head of State? Ministers acting in her name? Royal Family?

That may indicate the method for classroom demonstration – I am not pretending to use the language a candidate might use. Any 'mock paper' can be gone through in this way. Let us try another, at a more advanced level.

*'Parliamentary control of the Government is no longer adequate'. Discuss.*

*Parliamentary.* Same as Commons? Or as Opposition? Parliamentary Party? Different answer for each?
*Control.* What are necessary elements of 'control'? Prior to act or post facto? Different answer for each?
*Government.* Same as Ministers? Or Executive – includes civil servants? If parliamentary control of *Government* is inadequate, of what can it be said to be adeq.?
*No Longer.* Was adequate at some time – when? What has changed?
*Adequate.* What would adequacy look like? What route towards it can be envisaged? At what costs?
*Discuss.* Two or three different 'angles' – whose points of view?

This method, I hope you can agree, *guarantees* several different angles on a question. Even a conscientious and good candidate might miss many of the points, but any candidate will gain several that would have escaped him or her on a mere *reading* of the question.

Try it for yourself on a degree-level question:
*On the whole, the impact of membership of the European Communities has been to reinforce a number of other underlying trends affecting the pattern of administration and style of government, and to expose still further many of*

*our weaknesses that were already apparent before entry. Discuss.*

You may surprise yourself at how much you recognise you would have missed in that question in the heat of the exam moment, without some discipline of this kind to help. With such help, it would take real dedication to *ensure* failure – and this is true of any candidate in any examination.

**GET A FIX**

Still, I do not claim that this little gimmick is a panacea. There are types of question which do not respond to it. But that would bring us on to 'types of question', and a number of other tricks of exam technique, which will have to keep for another day.

My students' reaction to this one, however, is often: "By the time we have done all that, the others will have finished and gone home".

The 'say and say again' technique actually takes much less time in the doing than in the showing. But no doubt candidates do feel under pressure to start writing immediately they sit down. So I tell them about the invisible Pertinence Recorder.

This is an imaginary device developed from the glide-path indicator in an aircraft, in which the correct path ('homing in') is confirmed by an uninterrupted tone in the headphones, while deviation to one side or the other is announced by long or short bleeps, which get fainter the farther one strays from the pertinent path. If one could listen in on the instruments of many of those candidates who are at the bottom of their first page within seconds of turning over their question paper, one would (I tell them) hear much bleeping, some of it pretty faint – and the candidates seemingly unaware that they are not even pointing in the vague direction of the question.

Better, surely, to first get a fix on where the target lies, before even taking off: and then just home in on the beam – leaving those who prefer to take off more or less at random to fly around in the proverbial ever-decreasing circles?

---

Continued from page 11 "Towards a Sociology of Assessment"

**REFERENCES AND FURTHER READING**

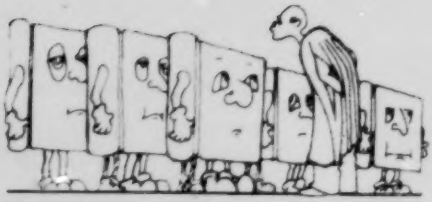
Barnes, D. and Shemilt, D. (1974) 'Transmission and Interpretation' Educational Review, Vol.26, No.3.
Becker, H. et.al. (1968) Making the Grade (Wiley).
Berger, P. (1963) Invitation to Sociology (Penguin).
Bell, R. and Grant, N. (1974) A Mythology of British Education (Panther).
Blishen, E. (1969) The School That I'd Like (Penguin) especially Chapter 7, 'This Almighty God'.
Davies, L. and Meighan, R. (1975) 'A Review of Schooling and Sex Roles' in Educational Review, Vo.27, No.3.
Dreebden, R. (1968) On What is Learned in School (Addison Wesley).
Hammersley, M. (1977) Teacher Perspectives (Open University Press).
Hextall, I. (1976) 'Marking Work' in Whitty, G. and Young, M. Explorations in The Politics of School Knowledge (Nafferton).
Holly, D. (1974) Beyond Curriculum (Panther).
Holt, J. (1964) How Children Fail (Penguin).
Husen, T. (1974) The Learning Society (Methuen).
Jackson, P. (1968) Life in Classrooms (Holt Rinehart).
Kohl, H. (1974) The Open Classroom (Methuen).
Lippitt, R. and White, R. (1958) 'An Experimental Study of Leadership and Group Life' in Maccoby et.al. Readings in Social Psychology (Holt Rinehart).
McIntyre, D. (1970) 'Assessment and Teaching' in D. Rubenstein et.al. Education for Democracy (Penguin).
Meighan, R. (1973) 'The Concepts of Authoritarian and Democratic Regimes and Classroom Discipline' Dudley Educational Journal Vol.1, No.3.
Meighan, R. (1977) 'Pupils' Perceptions of the Classroom Techniques of Postgraduate Student Teaching' B.J. Teach. Ed. Vol.3, No.2.
Postman, N. and Weingartner, C. (1971) Teaching as a Subversive Activity (Penguin).

POSTSCRIPT

A note on the assessment proposals of the working party on Social Science 'A' Level.

The proposals described elsewhere in this volume represent an attempt to provide a flexible assessment system that can serve several ideologies of education. It permits both 'survival' in a transmission ideology and a 'future orientation' in an autonomous study ideology. It could also permit group and self-assessment in a democratic ideology of education. This flexibility is its central feature since the participants in the working party, although having personal educational ideologies other than transmission, are also realistic for themselves and for their students.

The proposals also imply a belief: that the transmission ideology can be accommodated within other ideologies of education without total capitulation to it, and that this also provides one means of bridging from one ideology to another. Not all readers share this view!



# REVIEWS

**Reviews Editor: Helen Reynolds**

## REVIEW OF CASSETTE TAPES

**By G. Sergeant**

Target Group: 'O' Level sociology and social studies.
Produced by Educational Audio Cassettes.
Each cassette is 1 hour and costs £2.40. There are 18 cassettes listed below, but they can be ordered individually.

**TITLES**

Working class – middle class, between 2 cultures.
Middle class culture.
A Viscountess and the English Upper Class.
Extreme Occupations: A deep sea fisherman.
Man in Divorce 1st in series.
Woman in Divorce 2nd in series.
The Captive Wife.
The Battered Wife.
The Generation Gap – daughter's view 1st in series
The Generation Gap – parents' view 2nd in series
Minorities in Society: homosexual.
Minorities in Society: American negress.
Manipulating Attitudes and Behaviour – the public relations man.
Total Institutions – convent.
Verbal Differentiation amongst the working and middle class.
Roles: role conflict; role strain in a soman doctor and a TV producer.
Pressure groups in politics.
Culture Conflict.

A series well worth consideration if your establishment can afford £72. Otherwise it might be better to think in terms of individual cassettes some of which I found more useful than others in the teaching situation. While some of the tapes are well structured and thought provoking, others tend to be very rambling and over-descriptive. Some of the cassettes I found useful were the 2 tapes Man in Divorce and Woman in Divorce, which show how husband and wife have very different perceptions of themselves; Pressure Groups in Politics, an interesting case study in how the middle classes are able to use their wealth and power to prevent the development of an airport in their area; Culture Conflict, a Kenyan girl discussing the problems of conflicting value systems; and Minorities in Society, an American negress discussing discrimination as she perceives it in the United States and Western Europe.

This series fills a gap in resources for teaching 'O' Level sociology. Though at times it tends to be predictable, e.g. the deep sea fisherman; why not the car assembly worker, or the dolly mixture assembler?? I would say a useful addition to stimulii material in 'O' Level sociology, though I would recommend you listen to the tapes yourself before you buy them.

Mick Roebuck

Comment by Reviews Editor:
I have also used these tapes to good effect with 'A' Level group. I found that they were, at times, rather long and discursive for 'O' Level purposes but did counteract the tendency towards over-generalisation often found in other source material. They could possibly be used in conjunction with slides or other visual material and should certainly be previewed and in some cases edited before use. They also seem to be more appropriate for use with small groups.

H. Reynolds

## HUMANITY AND MODERN SOCIAL THOUGHT

**By R.P. Cuzzort & E.N. King**

Dryden Press, 1976 (2nd.ed.) £5 approx.
Target Group: 'A' Level and above
This book represents an invaluable attempt to present, together, accounts of the ideas of fourteen social thinkers ranging from Marx and Durkheim to Becker and Mills. I say invaluable because it brings different social thought together and attempts to reduce the large variety of complex ideas into a common area of concentration on humanity and society.

The book starts at the disadvantage of attempting the impossible and whilst this does not detract from its value it does lead to two obvious problems. The first is 'who' should be included. I would rather leave this to the subjective interpretation of the individual as no collection is ever complete, suffice to say that I would take issue with the inclusion of Duncan and the exclusion of Parsons. The second arises out of the nature of the book to reduce the 'ideas' presented to common ground (which on the whole I thought successful) which led at times to very simple and perhaps inadequate accounts of certain ideas, notably I though this true of the chapters on Marx and Weber, the latter omitting account of both the 'ideal type' and authoritative power. The chapter on Durkheim perhaps suffered a similar problem but had to its credit a discussion not limited, as is usual, to his views on suicide. On the whole, I found the three chapters mentioned, along with the chapter on Freud to be disappointing. However the book improved as it went on and this I would suggest was at least in part due to the increasingly complex presentation of the material. So at times ideas seemed to be at the most simple level (which led to countless apologies from the writers) whilst at other times and in other chapters accounts were more complex. This highlights the problem of 'level' of the book as a whole. The

sudden introduction, without explanation, of a number of sociological terms I found frustrating but in fairness this is to an extent unavoidable and in truth largely solved by the inclusion of an excellent Glossary of terms at the back of the book.

I have so far managed to criticise some of the chapters but would point out that the good chapters outweigh those I would like to see improved. From a personal point of view I was particularly impressed with the chapters on Mead, Becker and Mills. I do however feel that more could have been made of the opportunity to identify and explain the origins of different perspectives although this is not the essential objective of the book.

In conclusion I found the book exciting and enlightening and would recommend any serious student of social science to arm himself with a copy, the expense being worthwhile. The critical approach of this review is essentially an attempt to write something constructive about a book which within its imposed limitations is excellent. One criticism which I do however feel is an outstanding weakness is the failure to take the opportunity of giving a short biographical account of the subject of each chapter which would be of great value to the 'A' Level student. The student would undoubtedly gain greatly from being exposed exposed to this book although the less enthusiastic may need some assistance in its understanding. It does however represent a vast improvement on the mainly sterile material now in use, that teachers and examiners, if not students, are biased toward. A topical approach makes it less of a textbook and more of a reader, but one of great value. The introductory chapter being possibly the best introduction to social science I have read would be an apt place to introduce the work to that 'A' Level student, at the beginning of the course.

Steve Bardwell

**TUG OF LOVE** and **SQUATTERS**
**By John Love and Carey Edwards**
Harrap, London. 70p each. 1977
Target Group: Mixed Ability C.S.E. (publishers view). I would endorse this and add that the books might be useful for the lower ability C.E.E. student. *Tug of Love* and *Squatters* are part of a series published under the general title of *Issues*. Neither book has a preface or introduction and so their purpose has to be deduced from reading them or by reference to the publisher's catalogue. The latter claims that the series gets "inside today's recurrent problems and examines them in detail". The issues examined, fostering (*Tug of Love*) and squatting, are certainly of contemporary concern and seldom attract more than a passing reference in social studies textbooks. Richard Cootes' *The Family*, for instance, has very little to say about either of these matters. However, it does not appear to be the intention of the authors to give a detailed factual analysis of the topics. What they do attempt is more worthwhile than mere fact-grinding.

As well as providing pupils with useful and easily absorbed information on social issues, the authors are clearly concerned to develop awareness of human and moral problems. With some reservations, the way they do this is notably successful. Compared to the disorganised, patchwork appearance of much social studies stimulus material, these books stand out as well integrated and presented.

Both books have a central biographical core around which a broader perspective on the issues is built. *Tug of Love* tells the story of Julia. Julia is fostered by the Thomas family after a car accident had killed her father and severely injured her mother. After five years, Julia's mother, now remarried, begins to take an interest in her child again. The central drama of the story, 'the tug of love', concerns the ensuing struggle for possession of Julia. 'Possession' is the right word, for, as the material effectively suggests, the feelings of the child take second place to the demands of the two couples. A similar fictitious, biographical, human interest story provides the theme for *Squatters*.

In each book the central story is told in four sets of 'Casenotes' interspersed through the book at roughly equal intervals. These are about a quarter of the total material. The casenotes provide a recurrent thread of human interest which the authors rightly see as the best way of stimulating a concern for social issues. As well as their obvious knowledge of current affairs, both authors have a humanities background and perhaps their sensitivity to the relationship between private pain and public policy derives from this. They show the connection between the personal and the social as effectively as anybody I can think of writing for this level of ability.

The supporting material to the casenotes is referred to as 'Related Information'. This term covers a great deal: cuttings from local and national newspapers and magazines, legislation, government reports, pressure group propaganda, statistics and press releases. In addition, charts, diagrams, maps and other illustrations are also included. These lists give a misleading impression of the quantity of material presented. Both books are only about thirty pages long, a fair part of which is devoted to photographs and space-consuming, though useful, illustrations. What we get is a little of a lot. Given the variety of the material and its slightly diffuse presentation, I would have appreciated an author's summary of some kind. As the books stand a more adequate table of contents or even an index should have been included. No doubt the authors would argue that the boxed questions that appear on almost every double page force the reader to think, summarise and criticise for himself. This is so but what is needed is an overview, a ready reference point for the class that might use the material, say, once a week. Without this the less able child could well lose his sense of continuity.

What the boxed questions do, then, is to demand a response from teacher and pupils: to an extent the burden of enquiry and judgement is thrown back on them. This is no bad thing. But no teacher should attempt to use this series without first having done his homework. It is necessary to know these books to get the best out of them. The enterprising will want to add current press cuttings and other

material to that already provided. Indeed, now that Love and Edwards have shown the way, there is no reason, other than lack of time perhaps, why most teachers should not put together their own 'Issues'. Or, better still, let the pupils do it! Otherwise, Harraps promise further titles dealing with such issues as football hooliganism, juvenile crime, education, the environment and industrial relations, to come out shortly.

Michael H. O'Donnell

**ENVIRONMENTAL STUDIES LEVEL 1**
**ENVIRONMENTAL STUDIES LEVEL 2**
**ENVIRONMENTAL STUDIES LEVEL 3**
**By John May**
Clearway Workshop Series

I would suggest that these booklets would be most useful for the early years of secondary school and could be used as 'starters' up to C.S.E. level. The booklets which are graded in sophistication, consist of topics dealt with by brief textual material followed by suggestions for student assignments including local field work. One suspects that the completion of some of the assignments would form the bulk of the course for which these booklets are designed and the exercises seem useful. Indeed, had the author answered the questions he asks the students he might have written more interesting books. However in evaluating these booklets it is worth thinking in terms of their being part of a course including student work and noting that they are designed to be filed with the student's work interleaved. I say this because by themselves they appear rather dreary, but not so dreary as banda handouts and this is probably the important point, for while the text of these booklets provides nothing that a competent teacher could not provide for him/herself (and with a closer relationship to the local environment of the school), they are much better illustrated and typographically of a higher standard.

In terms of these books 'the environment' means 'everything', or rather everything that can be handled from the perspective of school geography and school civics. Biology and ecology are weakly represented and the booklets are politically and economically naive and intriguing speculations could be woven about the fact that the last chapter of Level 3; 'Government by the People' appears in the 'Contents' with a question mark but doesn't question this notion at all. Whilst references to industry are fairly frequent throughout, apparently nobody owns it. On the whole I can't really bring myself to recommend these booklets except to someone so pressed for time that they can't do a better job themselves.

Roger Gomm

**THE COUNTESTHORPE EXPERIENCE**
**Edited by John Watts**
George Allen and Unwin. £2.50 paper. 1977.
Target Group: Teachers, educationalists, parents.

**WILLIAM TYNDALE**
**COLLAPSE OF A SCHOOL—OR A SYSTEM?**
**By John Gretton and Mark Jackson**
George Allen and Unwin. (A Times Educational Supplement Special). £1.50 paper. 1976.
Target Group: Teachers and general public.

Countesthorpe, a Leicestershire, suburban, 14 to 18 Comprehensive and Community College and William Tyndale, an Inner London Junior School, both became the centres of intense public concern and political and educational controversy. Both schools introduced innovation and change, both were subject to attack and hostile criticism by some parents and local politicians and to the glare of sensational reporting in the mass media. The 'efficiency' and 'suitability' of the two schools as defined by the 1944 Education Act were questioned and in both cases educational inspections were carried out. Countesthorpe survived and continues to adhere to and develop its basic principles, while William Tyndale, as a separate Junior School, no longer exists. For all concerned with implementing new ideas, with management and with the distribution of power in the educational system these two books along with already published material provide essential reading for two in depth case studies into the intricate processes of change and into the politics of education in two very different types of school.

'The Countesthorpe Experience' comprises in the words of the introduction a "dossier of case material". The first section 'Perspectives' and the eighth 'What it Means to Others' provide overviews of the origins, history, educational philosophy, management and practice, and the significance of the College in the current national and European educational contexts. The writers are very sympathetic to the College and full of praise. The other contributions largely come from the Principal and teaching staff, with very much shorter pieces from past students, the Chairman of Governors and two parents who use the educational and leisure facilities of the campus. All of the articles are written from the perspective of the committed insider and are very supportive of the ideals of the College. Intelligent, explicit theorising backed up with examples of successful practice and an exploratory, flexible and critical approach to education in general, and to the restructuring of knowledge and the learning situation in particular, inform the articles written by the teachers.

There is only one extract that is overtly hostile and that is a very flimsy cutting from a local newspaper. There must have been parents, local politicians, other members of the community, lecturers from educational departments, students and perhaps even the odd disillusioned teacher who were dissatisfied and who voiced their criticism. Where is the record of their experience? Where is the criticism, apart from Bantock's, some of whose letters are

reproduced in the seventh section, of those not ideologically committed to the educational principles of the College? The dossier of materials is far from balanced and complete. The Principal as editor defines the reality that he and his staff wish to present to the general public.

Countesthorpe was purpose built, had the backing of important sections of the educational establishment, had experienced Principals, handpicked staff, financial resources for new equipment and materials and a supporting governing body. The fundamental principles of student autonomy, independent learning, democratic participation by all staff and by students and parents who were interested, maximum community involvement and informal relationship between students and teachers were enshrined from the beginning. The College also evolved a unique integrated curriculum and pastoral organisation of teams, of mini-schools within a school. With such a favourable climate for innovation why was there local discontent and adverse publicity? Was it because the College became a political football at the time of local government re-organisation? Was it because the first Pincipal failed to inform the community of what the new school was attempting to achieve? Was it lack of planning appropriate resources and learning situations? Was it that the staff were overstretched trying to innovate on too many fronts at once? Was it the presence of younger students or early school leavers in the building in the early years? All these possibilities are mentioned but no detailed analyses of events is provided. What role did the local authority administrative and advisory staff play? What part did the Governors, the P.T.A. and the Community Association play in the development of the College? How were the local pressure groups opposed to the school formed and how did they by-pass the governing body and successfully bring weight to bear on the L.E.A. to obtain a general inspection? What has happened to these groups now? We need to know much more about the politics behind educational innovation and conservatism. As it is, 'The Countesthorpe Experience' provides a first rate polemic for certain radical changes in the organisation and curriculum of schools. It is erudite, articulate and persuasive. But the case for the opposition needs to be clearly stated and the total political context of the College should be carefully documented. We need an Auld report, not of course a public enquiry, but a detailed research project into the history of this unique school.

'William Tyndale: Collapse of a School or a System?' is a Times Educational Supplement special report into the short history of 'that school' under Mr. Ellis from his appointment to his dismissal and the amalgamation of the school with the Infants. The book analyses most of the relevant background forces and influences. It is short, tense and reads grippingly in the author's words as a "fascinating educational whodunnit in its own right". Whereas Countesthorpe expected and sought fame William Tyndale drifted into disaster and had notoriety thrust upon it.

Our educational system is based on tacit understandings and a precarious balance of power. When teachers, managers, parents, local authority officials and politicians behave reasonably, crisis is avoided. But what if one party sticks in its heels and adopts a defiant posture? There are no generally agreed criteria, no D.E.S. or L.E.A. policies for education apart from rules relating to indiscipline and misconduct by which to judge the rights or wrongs of any complaints about the running of a school and no conciliatory procedures to rectify any wrongs and misunderstandings. Mr. Ellis and his colleagues were dismissed because they went on unofficial strike at the time of the Local Authority inspection and because they set up an alternative school. One is left to wonder what would have happened had they received N.U.T. or N.L.T.A. backing or had they not resorted to strike action.

At the core of the troubles which befell William Tyndale was the controversy over eduational aims and methods and their implementation. The climate for innovation, namely Mr. Hoddow's class options scheme, a vertical group reading scheme and a co-operative teaching scheme in the second and third years of the Junior School, was distinctly unfavourable. The school had just undergone an unsettling interregnum term with the Deputy acting as Head, the staff were divided and some lacking in experience, the building was old, on three floors with the bottom floor occupied by the Infants School and was not designed for open educational practices, many children were 'difficult' and 'disturbed' from an area suffering multiple deprivations, many of the managers were new and there were frequent changes in membership and the local inspector directly responsible for the school left for promotion. Within the local educational infrastructures there were power struggles which helped to shape the attitudes and actions of teachers and managers. Within the N.L.T.A. there were disputes over militancy for better pay, conditions and professional status, within the local Labour party, which controlled education in Islington, conflict between the old Trade Union membership and the new 'Habitat and Heal' middle class who had begun to move into the area and within the educational bureaucracy tensions between County Hall and the local boroughs. Were the William Tyndale staff right to introduce innovation in these circumstances? They claimed their methods were suitable for maladjusted children. From the evidence, they appear to have been badly prepared: with no clear aims, little organisation, inadequate assessment and record-keeping of children's activities and no evaluation of their own practices. They did not inform parents sufficiently of their new ventures nor take into consideration the needs and feelings of the downstairs Infants School. Would they have been successful if Mrs. Walker, a part-time teacher, then some parents, then some managers, then some of the staff of the Infants School and then local politicians had not organised dissent? Increasingly the teachers energies were distracted from their central task of teaching.

The Auld report narrates in great detail the escalation of pettiness between the teachers with their misconceived professional pride and implicit claims for almost total hegemony and the managers with their inept and often bungling managerial actions and unofficial manipulations. Within the I.L.E.A. bureaucratic machine there were chronic breakdowns in communications and lack of co-ordination between the administrators, the inspectors and the politicians and between all three bodies and the managers and teaching staff of William Tyndale. The Auld report records the historical events but the T.E.S. report is an essential supplement providing glimpses of what happened behind the scenes of the drama, as portrayed in the popular media and in the official report. The T.E.S. writers look critically at the wider context, environmental, educational and philosophical of the dispute and raise pertinent questions about the role of the managers, the L.E.A., the inspectors and the unions, and about the system of appointment of Head-teachers and the politics of a public inquiry.

Now we have the Taylor report the debate over the rights and wrongs of the management or mismanagement of one school will widen to discussion and political infighting over the distribution of power and responsibility in all schools. Mr. Ellis and colleagues can now serve their cause well having published their own perspective on what happened at William Tyndale and provided a rationale for their actions and educational practices. Teacher power, following Taylor, will be at the centre of the next great educational debate.

For Countesthorpe and Tyndale, these two books provide excellent, though limited case histories and background accounts. Their experiences should inform the debate on Taylor.

Paul Abbs
Codsall High School

**THINKSTRIPS**
**By Gillian Crampton Smith and Sarah Curtis.**
Longman. 85p per set of ten.
Target Group: 14–16 age range.

There has been a growing demand since the early 'sixties that teachers should devote more time to teaching about the mass media and popular culture. It is only relatively recently, with programmes such as 'Sesame Street' and 'The Electric Company' leading the way, that attempts have been made to use the techniques, atmosphere and enjoyment of popular culture to educational ends. Longman 'Thinkstrips' represent part of the commercialisation of this trend.

Longman have used the comic format to present social, moral and health issues in a context readily familiar to 'less academic' teenagers. They say that: "The theory behind the use of comics . . . is that young people need emotional understanding of a situation as well as factual knowledge to enable them to make decisions." The theory if rather thin is at least sound.

Three four-page comics have been published in the series to date: 'It's your round' is about the problems of teenage drinking, 'It's only fair' about male/female roles in society and 'It'll never be the same' about the pressures on a young couple with a new baby. The authors have also written a comic on birth control for the Family Planning Association and another for Wandsworth Council for Community Relations which looks at the same themes in a multi-racial setting.

Each comic is accompanied by a set of teachers' notes which contain follow-up material. The notes for the comic on drinking include statistics on the extent of teenage alcoholism, information on drink and the law, a list of topics for discussion and suggestions for projects, creative writing, role play exercises, a bibliography and a list of useful addresses. This is all of great value and shows a number of ways in which the basic story can be developed.

The concept is undoubtedly a good one because the comics can act as a useful stimulus in the discussion of controversial issues. Different points of view are contained within the stories but there is a tendency to be over moralistic and to pre-judge the issues. The 'Thinkstrip' on the problems of bringing up a baby, for example, has a rather fairy tale ending which does not present pupils with the opportunity to think about their own solution.

The use of typical comic speech 'bubbles' is a useful device to help weaker readers but the quality of the pictures which are printed in black and rather crude, leaves much to be desired.

Nevertheless there is a great deal of potential in the approach even if it has only been partically realised in this instance.

Stephen Thomas—Castle School, Thornbury, Avon

**POPULATION**
**By Michael Richards**
Longman Social Science. 80p paper. 1977.
Target Group: O/C.S.E.

Michael Richard's book gives a thorough and uncomplicated account of its subject and is another useful addition to the Longman Social Science Studies series.

The book is divided into four main sections. The introduction discusses the ideas of Malthus, the collection of census material and describes the work of the demographer. Basic concepts are introduced with clarity.

The second section on 'British Demographic Trends' considers birth control, abortion, migration and analyses the reasons for increasing life expectancy. 'Population Distribution in Britain', the third section looks at the processes of urbanisation, internal migration and urban dispersal and briefly considers legislation and government policies designed to cushion their more harmful effects.

The final section is on world population and sets trends in this country in a wider context. Detailed attention is given to the problem of the Third World. There is also a rather short list of resources.

This is an efficiently presented book designed for reference purposes rather than individual enquiry. Although it has no index the tables of contents is detailed and supplemented by clear headings. Statistical tables and diagrams are well drawn and easily understood.

Although there are a large number of diagrams, tables and photographs which facilitate use with mixed ability groups, the text assumes a reasonable degree of reading fluency both in terms of vocabulary and concepts.

One small quibble. There is nothing in the book about the consequences of a declining birth rate for the education system, particularly the question of teacher training. After all, this is an issue which radically affects both pupils and their teachers. All in all, however, a useful and modestly priced book which is analytical and not merely descriptive.

Stephen Thomas
Castle School, Thornbury, Avon

**VIEWPOINTS**
**By David Ryder**
Blackie and Son Limited. 78p each. 1976.
Target Group: For age range 13–16.

There are three paperbacks in the series. Each one consists of a number of 'Viewpoints', that is, short descriptions of common social situations variously represented as personal stories, general factual information, and combinations of the two. The aim is "to capture the pupils' imagination and interest immediately and so involve them in discussion, role-play, negotiation and project-work". Each viewpoint is set up to inspire and help pupils to take up the situation and work at it in one of these four ways. There are a variety of approaches, from acting out scenes developed from a description of a family disagreement or a problem at school, to budgeting on a pension, to negotiating over a simulated industrial dispute.

The layout is unintimidating and reasonably attractive, each viewpoint being two to four pages long, introduced by a symbol indicating the appropriate type of follow-up work, and often accompanied by a photograph.

The subject area covered by each book is different. 'A Start in Life' presents personal situations, focusing on problems of how children should be brought up, of parents' and childrens relationships to school, on decision about career independence, and abortion. The pieces are compact but long enough to provide an interesting setting and they are broken at suitable points by questions which are well designed to promote involvement in discussion, and understanding of the situation portrayed. The issues are those close to the experience of the pupils, the stories are realistic and revolve round practical concrete problems which are easy to grasp. A teacher would probably not want to use all the material but could pick specific pieces suitable to a certain class.

The second in the series, 'It's Your Future' is concerned with marriage and the workplace, with questions about planning developments within a community, and poses moral questions about the law, justice and respect for life. Again all the situations are described simply, are set in realistic contexts and pose practical problems. But they do demand a greater degree of sophistication on the part of the pupils if they are to be discussed profitably. In 'A Time to Care' the pupils are taken right out into the wider society, being asked to involve themselves in general elections, international relations, questions of protest and of pacifism and in discussion exercises on racial prejudice and wage relativities. Some useful factual information is contained in these viewpoints but its value lies in the way it may be taken up by the pupils. With these subjects greater preparation may be required of the teacher by way of the amount of information relevant to discussion.

However, little specialist knowledge is needed and the short teacher's notes section at the back of each book provides some useful addresses for obtaining additional information on any particular issue. Film sources are also suggested. Giving the addresses of social service departments, societies and charities, is an indication of David Ryder's general approach. Exhibited throughout 'Viewpoints' is the insistence on the concrete existing political and social realities as the factors shaping the individual and collective problems that people in our society are faced with.

On the whole 'Viewpoints' provides very good material for stimulating discussion of important issues. The variety of approaches encourages use of a variety of skills but the emphasis is very much on verbal skills which are developed in discussion, negotiation and role-play. Promoting orderly discussion may be difficult in some classes but these books provide a good basis for developing this kind of work. Both the content and the method make 'Viewpoints' promising material to help pupils get interested in and gain insight into social problems, as well as helping them develop those skills of expression which are necessary in order to engage in actual activity on such issues.

Miriam Schwarf

**LEARNING FOR CHANGE IN WORLD SOCIETY – REFLECTIONS, ACTIVITIES AND RESOURCES**
**By Robin Richardson**
World Studies Project. £1.75. 1976.
Obtainable from One World Trust, 24 Palace Chambers, Bridge Street, London SW1.
Target Group: Secondary teachers of social studies and humanities subjects.

The One World Trust is an educational charity, founded in 1952 by Westminster M.P.'s affiliated to the All-Party Parliamentary Group for World Government. Over the years the Trust has sponsored occasional projects and surveys, the latest of which has resulted in this loose-leaf World Studies curriculum development publication. The World Studies Project (WSP) was activated in 1973, with Shirley Williams, M.P. as one of its first co-chairmen, and with Robin Richardson working as full-time director. Initially financed by the Leverhulme Trust, the Project is ongoing, and is now supported by a DES grant until 1978.

This book has many of the strengths and weaknesses one might expect to discover in a well-meaning liberal-oriented publication committeed to fostering a sense of world citizenship in schools. Readers of this journal, accustomed to viewing

global problems with a measure of sociological rigour, will find much of the social thinking informing this material too woolly in tone, the presentation too ad-hoc and impressionistic, and the terms of reference too narrowly prescriptive (albeit in a chic liberal-radical way). The book aroused in the reviewer the same scepticism that he felt whilst attending one of the several WSP regional consultations in 1975, when the rationale of World Studies was explained and some of the trial materials demonstrated.

To its great credit, the Project is strong on classroom methods of getting students sensitised to some of mankind's major planetary follies – and this is (see below) sufficient reason to invest in the file. But – on the debit side – there is in the material a persistent failure to utilise (or even to suggest) those simpler social scientific skills/concepts which can, for instance, enable a class of adolescents to get beyond a merely superficial and trendy analysis of a world problem, to a new social perspective. On the debit side, too, is the almost total avoidance of the ideological dimension, which surely cannot in good faith be omitted from a World Studies curriculum for senior pupils? Without finding a justification for the omission in the text, perhaps one may be forgiven for assuming it to be conspiratorial?

But perhaps it is too easy to criticise this file from the point of view of a particular subject discipline. To be more positive, the 'Activities' section (the main contribution) contains a wealth of classroom strategies and simulations to enliven ones own teaching, and to encourage learning through experience and group interaction. Many of the suggestions (of which there are over two hundred) make excellent sense as stimulus ideas, not only for the secondary age range, but also for teacher-training and F.E. work. Another merit is the 'Resources' section, with its invaluable lists of addresses, handbooks, photos, posters, etc. Surprisingly, the 'background reading' catalogue is more comprehensive than one might expect, including as it does references to Miliband, Hobsbaum, and John Berger, as well as to the books of the ecology lobby, Freire, etc.

The Vocabulary–Appendix to some extent tempers my criticism about the lack of conceptual concern in the earlier sections. But – contra Alice in Wonderland – when there are received meanings for words (even for controversial words like 'alienation' and 'ideology') meaning what one says (even at the four levels suggested in text) is not the same as saying what is meant. Cutting World Studies free from the several traditions of social enquiry can only result in a muddled sincerity and a confusion of words.

Although a somewhat idiosyncratic collection of ideas (see, especially the seventeen Readings in the first section), this file would be a useful addition to a social studies teacher's bookshelf. Much of the stimulus material is not copyright, and there is a welcome invitation to reproduce it.

Michael Clarke
Waltham Forest Teachers Centre

**SEPARATE AND UNEQUAL**
**By Keith Sorrenson**
Heinemann Educational Books. £1.20. 1976.
Target Group: 'O' Level and beyond.

This is a recent title in the series 'Studies in 20th Century History' – a set of slim, but historically well-informed topic books. Into little more than fifty pages Professor Sorrenson (of Auckland) has compressed six chronologically-arranged chapters highlighting the main developments and personalities (white and black) in modern South African history. For a motivated sixth-former, unfamiliar with the background, this account provides essential information, such as he might value in preparing for a class debate or an essay on the roots of *apartheid*. As such it is the type of book a teacher might want to order three of, for a fifth or sixth form class library, to supplement meatier race-relations/history texts or reference books. Although the photographs, maps, charts, etc. enliven thoughout a sometimes pedestrian text, this is not a book to excite the imagination, or to engage the immediate attention of a class. It cannot therefore be recommended as a stimulus to discussion. But neither is it a textbook. It will prove useful however as a reference manual, giving the student a convenient overview, as well as rapid access to the major trends in each period.

The two chapters on the less well-known periods 1919–1929 and 1929–1948 are the heart of the book, and provide a particularly worthwhile focus on the parallel growths of the black and white nationalisms in the Union.

Studies of race relations in South Africa have, not surprisingly, usually concentrated on segregation. Sorrenson's approach is not only to trace the historical origins of apartheid, but also to follow the line of the recent 'Oxford History of South Africa' – insisting that the central theme of South African history is, in fact, racial and cultural interaction. It is a pity, however, that the author does not take us further with this interpretation. By linking interaction with other more robust socio-economic insights Sorrenson would not only have informed but also extended the thinking of his young readers.

Michael Clarke
Waltham Forest Teachers Centre

## ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

| | |
|---|---|
| President: | Professor G.T. Fowler, M.P. |
| Chairman: | Chris Brown, Lecturer in Education, West Midland College, Walsall. (Home: 19 Mandeville Gardens, Walsall, WS1 3AT. Tel: Walsall 25388). |
| Secretary: | Helen Reynolds, 15 Serpentine Road, Harborne, Birmingham 17. Tel: 021-426 1777. |

The Association aims to promote and develop the teaching of the social sciences, both as separate disciplines and in an integrated form, at primary, secondary and tertiary stages of education; to produce and disseminate appropriate teaching materials and advice on teaching methods related to the social sciences; to provide opportunities for teachers and educationists to meet for discussion and the exchange of ideas.

Activity is mostly focused at local levels to encourage maximum membership participation. Branch meetings (unless otherwise specified) are open to any interested person but where an admission charge is made, non ATSS members will be charged at a higher rate.

## THE SOCIAL SCIENCE TEACHER

| | |
|---|---|
| General Editors: | Roland Meighan, 7 Green Lane, Birmingham B43 5JX. Tel: 021-357 6603. |
| | Frank Reeves, 9 Oak Street, Wolverhampton. Tel: 0902 29166. |
| Reviews Editor: | Helen Reynolds, 15 Serpentine Road, Harborne, Birmingham 17. Tel: 021-426 1777. |
| Circulation Manager: | Hazel Sumner, 2 Meadow Croft, St. Albans, Herts. Tel: St. Albans 50989. |
| Edition Editors: | Editions of **Social Science Teacher** are produced in a variety of ways, including volunteer teams, panels, groups within A.T.S.S. or by the General Editors. |

**The Social Science Teacher** is the journal of the Association for the Teaching of the social sciences, an association of teachers of the social science disciplines (sociology, anthropology, economics, politics and psychology) in the primary, secondary, tertiary and higher sectors of education.

The journal is intended to provide an information service for social science teachers. The magazine contains news items, letters, articles, reviews and advertisements. Common themes include the theory of teaching the social sciences, teaching methods, latest ideas in the field of social science, teaching notes and reviews of books, curriculum projects, and visual aids, etc.

**The Social Science Teacher** is issued free to members of the Association (50p an extra copy) and is 75p to non-members, and is published five times a year.

Advertising rates are available on application to the General Editors.

ISSN 0309 7544

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

# THE SOCIAL SCIENCE TEACHER

CONTENTS


| | | Page |
|---|---|---|
| Editorial | by Jack Nobbs | 1 |
| Political education | | 2 |
| A.T.S.S. News | by Helen Reynolds | 3 |
| Correspondence | | |
| Articles: 1. | A Plea for a Return to the Study of Political Economy by Jack Nobbs | 8 |
| 2. | Economics in the Integrated Course: A Suggestion on Race Relations by Alan Rawel | 10 |
| 3. | Is there a 'best' 'O' level Economics Syllabus? by Owen Reed | 12 |
| 4. | Slide Tape and Economics by Jack Nobbs | 13 |
| 5. | Resources for Eonomics within C.S.E. Social Studies by Philip Negus | 16 |
| 6. | Understanding British Industry - A Stepping Stone to Economic Literacy by Margaret Norman | 19 |
| 7. | Stimulating Simulations by Pam Sykes | 20 |
| Reviews | edited by Stephen Moore | |
| Briefings' No. 11. pull-out centre pages | Pop Music and Education in the Social Sciences by Tony Attwood | |


ECONOMICS AND SOCIAL SCIENCE TEACHING

VOL.7 NO.3 FEBRUARY 1978 PRICE 75p

S/O 011 610

15

# RESOURCE EXCHANGE

**Coordinator: Charles Townley**

The Resource Exchange will be restarting in the next two or three weeks and it will operate from the Social Studies Curriculum Centre, Chorley Campus of Preston Polytechnic, Chorley PR7 1ED. All correspondence should be directed to Mr. C.R. Townley at that address.

The Resources Exchange Coordinator, Charles Townley, is now able to receive additional resource items and a current list of all items available will be published with the next (April) edition of the Social Science Teacher.

**THE SOCIAL SCIENCE TEACHER**

Journal of the Association for the Teaching of the Social Sciences Vol. 7, No. 3

'Economics and Social Science Teaching'

Edited by Jack Nobbs

(Published by A.T.S.S. Copyright A.T.S.S. 1978)

**Editorial**

It is not the intention of this Economics Edition of *The Social Science Teacher* to analyse the teaching of Economics as a separate subject. Teachers of Economics are well served in this respect by the Economics Association. The teachers contributing to this edition are especially interested in the part which Economics can play in integrated social science teaching, in particular in the teaching of Social Studies.

The tone is set by *A Plea for a Return to the Study of Political Economy* in which Jack Nobbs expresses a personal view, with the intention of reminding economists of the origins of their science which have become obscured by the more sophisticated and theoretical approaches adopted by many modern practitioners. There are those who would contend that no social science can be entirely value-free and that economists ought to become more deeply involved in social problems.

In the second article Alan Rawel develops this theme with an account of how students can develop ideas on social relationships and inter-action as a result of economic analysis. The writer indicates ways in which a study of economics can contribute to a fuller understanding of race relations particularly in the fields of population, income and its distribution, and economic growth.

Owen Reed considers whether there is a 'best' 'O' Level economics syllabus. He compares the AEB and London syllabuses and contends that the more academic approach of the London syllabus can lead to the acceptance of Economics divorced from other areas of human behaviour, whereas the AEB syllabus encourages a more comparative approach, putting the results of economic analysis in their social and historical context.

The last three articles are intended to be of real practical use to teachers. Philip Negus describes the production of a slide-tape pack on the Keynesian model of the economy. while Jack Nobbs (with the help of some ideas supplied by Philip Negus) lists some of the resources available to assist the teaching of Economics within the framework of CSE Social Studies. Margaret Norman, of the U.B.I. Resource Centre, writes about the part industry plays in the economic and social life of the community. She lists resources provided for teachers and considers ways in which the U.B.I. and A.T.S.S. can help each other.

J.A.N.

---

**CONTENTS**


| | | Page |
|---|---|---|
| Editorial | by Jack Nobbs | 1 |
| Political education | | 2 |
| A.T.S.S. News by Helen Reynolds<br>Correspondence | | 3 |
| Articles: | 1. A Plea for a Return to the Study of Political Economy by Jack Nobbs | 8 |
| | 2. Economics in the Integrated Course: A Suggestion on Race Relations by Alan Rawel | 10 |
| | 3. Is there a 'best' 'O' level Economics Syllabus? by Owen Reed | 12 |
| | 4. Slide Tape and Economics by Jack Nobbs | 13 |
| | 5. Resources for Eonomics within C.S.E. Social Studies by Philip Negus | 16 |
| | 6. Understanding British Industry - A Stepping Stone to Economic Literacy by Margaret Norman | 19 |
| | 7. Stimulating Simulations by Pam Sykes | 20 |
| Reviews | edited by Stephen Moore | |
| Briefings' No. 11. pull-out centre pages | Pop Music and Education in the Social Sciences by Tony Attwood | |


Section Cartoon Headings by Beverley Curl

Views expressed in contributions to this journal do not necessarily represent the views of A.T.S.S. or the editors. The journal provides opportunities for the expression of divergent ideas and opinions.

Next Edition (April 1978) Anthropology Teaching

# POLITICAL EDUCATION

Some of the contributions to the recent debate about Political Education in schools have caused disquiet amongst ATSS members. There has been particular concern that Political Education might be seen as an alternative to the broad-based education in the Social Sciences which is currently developing in schools. For this reason, the Chairman of ATSS led a delegation to meet the Minister of State for Education, Margaret Jackson, on 26th January and presented the following document as a basis for discussion:

1. One of the basic aims of ATSS is to offer all children in secondary schools the possibility of exploring the social world via the perspectives of the social sciences.
2. ATSS welcomes support for political education as part of a broad-based education in the social sciences. Such a programme could embrace more coherently such diverse topics as links with work, community studies, parentcraft, consumer education, social services, the law and civil rights but these should be presented within the framework of such disciplines as anthropology, economics, politics, psychology and sociology.
3. Social sciences are now well established in HE and at GCE A-level. We want schools to reflect this in the 11–16 age range but there is no room for every social science subject in the curriculum nor does any one of them alone offer an adequate basis for an understanding of society. Existing developments suggest that social science studies are popular with pupils and that there is nothing inherent in them which prevents them being taught well to all children. They also offer together more scope than any one of them alone for the use of basic skills such as literacy and numeracy and, we would add, for contributing to the capacity to move critically and confidently in the social world.
4. We are suggesting that any move in the direction of political education should consider it as part of a broader social sciences curriculum. Further we urge that official support and encouragement be given on a greater scale to the growth of social sciences education with more resources being made available for efforts to improve the teaching of the social sciences.
5. We believe there are certain weaknesses in political education/political literacy/political competence taught in isolation –
   (a) while current proposals are more sophisticated than old-fashioned civics or 'citizenship', by placing the emphasis primarily on life-skills rather than understanding they do a disservice to politics as a subject and reflect a somewhat simplistic notion of the socialisation process;
   (b) despite greater sophistication in conception there is a marked danger that in actual implementation they will become descriptive, trivial, ethnocentric and patronising in the way which discredited earlier approaches;
   (c) we fear that courses with labels like 'political education' can easily be treated by schools as low-status subjects suitable only for 'non-academic' students;
   (d) following from (c) above lessons may be taken by whichever teacher is available with the consequent danger of prejudice or, more likely, conventional platitudes;
   (e) courses which encourage discussion of issues, without placing them in a broader framework may easily lead to the kind of controversy which would threaten a school's relations with the community;
   (f) the limitations of just one approach seem unnecessary.
6. The advantages of a broad-based social science scheme incorporating politics are that
   (a) it offers a more balanced study of society;
   (b) it is likely to be more conceptual, critical and analytic;
   (c) it could be linked more easily with existing specialist social sciences in GCE where economics and sociology are more widely established than politics;
   (d) it would be more likely to attain equal status with existing academic subjects;
   (e) the need for properly qualified teachers is more obvious in this field and the supply more readily available;
   (f) it is less likely to provoke ignorant criticism and more easily defended against it.
7. ATSS currently has before Schools Council a curriculum development proposal which seeks to develop curriculum strategies designed to help pupils make sense of their social, political and economic environment. The detail of this proposal has been worked out in consultation with representatives of The Politics Association, The Economics Association and The Association for the Teaching of Psychology and reflects an approach which has also been consistently advocated by the Social Science Committee of Schools Council over the past few years. The Programme Committee of Schools own Political Education project proposal might usefully be re-submitted as part of the ATSS multi-disciplinary proposal and negotiations to bring this about are now well advanced.

# ATSS NEWS

Compiled by Helen Reynolds

## DIARY DATES

FEBRUARY
8th. ROYAL ANTHROPOLOGICAL INSTITUTE:
Dr Simon Roberts on the 'Sociology of Law'.
56 Queen Anne St., London. Admission restricted to members and fellows only.*
9th. SCHOOL OF ORIENTAL AND AFRICAN STUDIES. UNIVERSITY OF LONDON.
'African Myths'
16th 'Resources, development and environment.'

MARCH
R.A.I.
8th. 6pm. Professor Scarlett Epstein on 'Development Anthropology.'
THE ECONOMICS ASSOCIATION
Annual National Economics Teaching Course
'The E.E.C. and the British Economy
Fri. March 13th to Mon. April 3rd. 1978 at Worcester College of Higher Education.
Applications to the Secretary, Economics Association, Room 340, Hamilton House, Mabledon Place, London WC1H 9BH.
Course Fee £8. Accommodation £6.75 per day.

APRIL.
MANAGEMENT CENTRE, BRIGHTON POLYTECHNIC
No 24 Course, 3–7 April 1978
School Management
Faculty of Education, Brighton Polytechnic
Mr T.C. Lea, Management Centre, Mithras House, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4GJ, Telephone Brighton (0273) 693655.

### BRITISH SOCIOLOGICAL ASSOCIATION

**1978 CONFERENCE ON CULTURE**

The venue for the Conference has had to be changed. It will now take place at the University of Sussex in Brighton; the dates of the Conference are 1–4 April 1978.

Plans for the Conference are well under way, and the organisers have had many offers of papers and contributions. These include recent work in media studies, film theory, literary criticism and popular culture, as well as broader theoretical papers on culture and ideology and the sociology of art and culture. There will be about six large Panel Sessions, on topics which will probably include 'Culture and ideology', 'Contemporary forms of patronage', 'Cultural imperialism' and 'Feminist critique of the arts'. As well as individual papers, the organisers tend to have a number of workshops where perhaps one or two people working in the same area could have an open discussion about the subject, or where work still in progress could be presented; suggested themes for such workshops include Rock Music, Local Radio, Literature and History, Community press, Sexuality, and Popular Culture.

It is also hoped that there will be a fairly full programme of films, theatre, displays and other entertainment throughout the Conference and, as at the 1977 Conference, a disco.

If any members have suggestions to make about the Conference as outlined above, or any new offers of contributions, could they contact one of the organising committee as quickly as possible. Committee: Michele Barrett, Philip Corrigan, Annette Kuhn, Janet Wolff. (C/O BSA Office).

**ADVANCE WARNING OF OTHER CONFERENCES**

**COSTA**

**One Day Conference–'School Books: Their Language, Presentation and Use'**

You will all remember that last April a C.O.S.T.A. Commission met during the course of the N.A.T.E. Annual Conference at Norwich to study 'The Use of Language in Teaching All Subjects of the Curriculum'.

Arising from this Commission discussions have been going on as to ways and means in which this initiative could usefully and effectively be followed up, in the course of which various individual associations, the Officers and Executive Committee of C.O.S.T.A. and The One Day Conference to be held on *Saturday, 13 May,* at the *University of Sheffield* on the subject of *'School Books: Their Language, Presentation and Use'*. The Conference is to be sponsored by C.O.S.T.A. in association with the Educational Publishers' Council. I am mentioning this to you by way of advance information at this stage so that you may be able to discuss it with members of your Executive Committees ahead of the time of the publication and

distribution of the full programme in February.

An attendance of 130 or thereabouts is envisaged, of whom it is hoped that approximately 100 will be nominated by subject associations. Each association is to be invited to nominate up to five members, and I shall be asking you to submit the names of the people concerned by 1st March. The remainder will be representatives of the educational publishers, and it is also envisaged that there will be representatives from other relevant educational interests, notably inspectors and advisers.

The Educational Publishers' Council has kindly agreed to assist with the financing of the Conference for which a fee will be charged to cover expenses and refreshments.

Each of the main speakers is being asked to prepare a paper which will be sent in advance to all who register and ample time will be allowed for questions and discussion. It is intended to publish a report of the Conference proceedings.

The Executive of C.O.S.T.A. regard the Conference as an important event in the year's programme and very much hope that associations in membership will support it enthusiastically.

Anyone who is interested in representing the A.T.S.S. apart from our official representatives, please contact me as soon as possible.

**9TH WORLD CONGRESSS OF SOCIOLOGY**
**UPPSALA 14/19TH AUGUST 1978**
**ENQUIRIES TO:- Express Boyd Ltd., 4/5 Bonhill St., London EC2A 4BX.**
**Applications must be in by 10th April 1978**

A special group travel scheme on regular scheduled flight is being arranged for delegates attending the above Congress by EXPRESS BOYD LIMITED, 4/5 Bonhill Street, London EC2A 4BX (Tel. No. 01-628-6060), in conjunction with the British Sociological Association. By travelling on the detailed tour, considerable savings on regular costs can be made. **It is essential that early bookings are made, as space is strictly limited, and that travel must be out and return as a group.**

**GROUP TOUR:**
This leaves on Sunday 13th August by Pan American Flight PA 120 from London Heathrow at 13.15 hrs., arriving at Stockholm Airport at 15.30 hrs. On arrival, transfer to Uppsala University where you stay for seven nights in student residences. On Sunday 20th August transfer from Uppsala back to Airport for Pan American Flight PA 121 at 09.45 hrs., arriving back at London Heathrow at 12.05 hrs.

**COST PER PERSON:** £141.00 —in twin-beded rooms with hot and cold running water.
£14.00 — single room supplement.
The cost includes economy class air travel as described, transfers airport/Uppsala and return, and accommodation and continental breakfast in Student residences on the University Campus, for seven nights.

Connecting flights from other airports in the UK to and from London can be arranged on request at modest supplementary charges.

# PUBLICATIONS

While members of a Social Science Teaching organisation could not be expected to be professionally interested in the Brewing Review, the October issue contains a useful article on Problem Drinking by Dr Douglas Cameron, also one by Janet Hunt on Use and abuse.

**The Big Red Diary for 1978** Deals with the Politics of Food. It is available from Pluto Press Unit, 10 Spencer Court, 7 Charlcot Road, London NW1 8LH.

**Liberal Education.** The issues 33 and 34 contain useful material on Numeracy and literacy.

**NFER. Educational Research.** The November issue deals with Research carried out in Ireland and is entitled "School Rejection and its Amelioration." Interesting points are raised relating to teachers and pupils perception of themselves and their role in school.

Other articles in this issue include:
The importance of peer groups — Jane Root
Conflict and change among West Indian parents and their adolescents in Britain — Delroy M. Louden
The interaction of school environment and student traits — Michael Chen and Barbara Fresko

**Centre for World Development Education**
This organisation continues the work of VCOAD and publishes a wide range of material on many aspects of world problems and development.

**Ethnic and Racial Studies**
Is a new journal devoted to the systematic analysis of ethnic, cultural and race relations. Its purpose is to provide an international forum for the publication of imaginative and scholarly articles dealing with significant problems in this general area. The emphasis of the journal will be on fundamental research contributing to a better theoretical and empirical understanding of the dynamics of ethnic and race relations.

Although most of the articles will be written by social scientists and historians, there will be no restrictions on the disciplines or the perspectives employed. While seeking to avoid either a narrowly-defined 'policy orientation', or a rigid adherence to one particular ideological or disciplinary perspective, the journal welcomes forceful and articulate contributions to the current controversies arising out of ethnic, culturl, racial and urban studies. ETHNIC AND RACIAL STUDIES will also include

correspondence and debates, research notes, review articles and shorter book reviews designed to keep both specialists and general students of ethnic and race relations abreast of the new ideas and rapidly expanding literature on all aspects of this vital subject.

Editorial matters – articles, books for review and other contributions may be sent to any one of the editors:

**Chief Editor** – John Stone, St. Antony's College, Oxford OX72 6JF, England.

**American Editor** - Norman Fainstein, Dept. of Urban Affairs, and Policy Analysis, New School for Social Research, 66 Fifth Avenue, New York, NY 10011, USA.

**French Editor** – Henri Giordan, Maison des Sciences, de l'Homme (CNEI), 54 bd Raspail, 75006 Paris, France.

*Articles scheduled for Volume 1 Number 1 include:*

| | |
|---|---|
| A. RICHMOND | Migration, ethnicity and race relations |
| A. MAZRUI | Negritude, the Talmudic tradition and the intellectual performance of Blacks and Jews |
| M. CROSS | Colonialism and ethnicity: a theory and comparative case study |
| J. HURSTFIELD | Internal colonialism: White, Black and Chicano self-conceptions |
| C. COULON | French political science and regional diversity: a strategy of silence |

**Announcement of new publication by the Economics Association on behalf of the Working Committee on Secondary Economics Education in EEC countries**

**ASPECTS OF UPPER SECONDARY ECONOMICS EDUCATION IN EEC COUNTRIES**
**Edited by Raymond Ryba and Brian Robinson**
This text is based on the first European conference concerned with Economics education which was held at the University of Antwerp in September 1976.

*Contents include*

Keith Robinson, The role of Economics in General Education
Henrik Halberg, The Teaching of Economics in Relation to the Other Social Sciences: The Danish Approach
Lycia Genovese & Elide Nocentini, Initial developments in the Learning of Economics in the Italian Higher School
Henri Lanta, The French Approach to the Teaching of Economics at the Upper Secondary Level
A. Haertje, The Significance of the Deductive Method in the Teaching of Economics
Raymond Ryba, Towards More Inductive Teaching of Economics: A Survey of Recent Trends in Economics Teaching in Britain at the Upper Secondary Level
V.S. Anthony and B.R.G. Robinson, The Training of Economics Teachers in the United Kingdom
B.R.G. Robinson, Report on the First Working Conference on Secondary Economics Education
B.R.G. Robinson, The Establishment of the Nine Nation Working Committee on Secondary Economics Education

Published Price £2.20.

**TWO NEW PUBLICATIONS FROM THE BSA**
BSA, 13 Endsleigh Street, London WC1 0DJ.

**IDEAS OR PEOPLE: The Vocational Dilemma for Sociology Graduates**
**By J.A. Banks and David Webb**
As a contribution to the sociology of sociology this book has much to say about the process of becoming a sociologist as well as examining the occupational fates of sociology graduates during the early seventies. In particular the 'initiation by endurance' of women into the academic world is discussed, providing a valuable insight into notions of academic professionalism.
Price: £2.00 to BSA members; £3.00 to non-members and libraries

**SOCIOLOGY WITHOUT SEXISM: A Sourcebook of Material**
This Bibliography is the result of the work of the Sub-Committee on Sex Equality, set up by the Executive in response to demand from a large section of the membership in 1974. It is intended to enable teachers and students to combat sexism within sociology courses and provides a wide range of introductory references from which to establish a firm base for the study of sexual divisions in society.
Price: £1.50 to BSA members; £2.00 to non-members and libraries
Prices include post and packing.
**SPECIAL OFFER– These books will be of invaluable use to you and your library. Order both now and obtain a special reduction. BSA Members £3.00 Libraries/Non-members £4.50.**

**RAI PUBLICATIONS DEPARTMENT**
56, Queen Anne Street, London W1M 9LA

**SIR EDMUND LEACH: "CUSTOM, LAW, AND TERRORIST VIOLENCE" (Edinburgh U.P.)**
In the days of Malinowski and Radcliffe-Brown, attitudes to "primitive" societies still reflected Western technological superiority and the ethical and cultural assumptions derived from it. Leach argues that a maturer scepticism, replacing belief in superiority and progress, now makes possible a reappraisal of the bases of custom and of law, and that such an approach can help us to understand the idea of the criminal as hero.
40 pages. £1.10 or US$2.10 post paid from the R.A.I. (cash with order please).

# T.V. AND RADIO

## FURTHER EDUCATION TELEVISION
## THE LIVING CITY

11.15 a.m. on Sundays on BBC-1, starting on 8th January 1978 and finishing on 16th April. There is a repeat on BBC-2 at 15.30 and the first ten programmes will be shown from 10th January to 14th March inclusive and the last five will be shown from 18th April to 16th May inclusive. The series will be repeated in similar transmission slots in the academic year 1978/79, and will probably run from October to February.

**AIM**
To explore the sociology of the typical English city.

To provide an introduction to the discipline of sociology – subject areas and simple concepts.

To encourage people in general to become more understanding of the world around them; and to serve as illustrative material for anyone taking a beginner's course in sociology. (The new National Extension College course in 'O' Level sociology is closely linked to the series).

**TARGET AUDIENCE**
A general audience, and those studying sociology at 'O' and 'A' Levels and introductory sociology courses at most levels. Also relevant for students of such courses as "The Social Structure of Modern Britain" and "Social Studies".

**PRESENTATION**
**The Living City** is a fifteen-part study of five families in a typical English city (Leicester). The programmes feature families with different socio-economic backgrounds (including an immigrant family); and examines their life styles; attitudes and patterns of social interaction.

**CONTENT**
1. **People and Communities** – the setting – the bricks and mortar of the city – constant change – families and neighbourhoods in the inner city – zoning – a sense of community. The growth of the city since the war – demographic details – families in the suburbs – the village outside Leicester.
2. **Family Structure and Demography** – nuclear and extended – kinship patterns – conjugal roles.
3. **The Family as Agent** – the family as the prime determinator of attitudes – socialisation.
4. **The Education System** – aims, another agent for socialisation – success and aspiration.
5. **School and the Individual** – aspirations and attitudes.
6. **Work Experience** – different attitudes to work as necessity, work as fulfilment – work and leisure.
7. **Work and the Economic Structure** – the changing face of industry – trade unions.
8. **Leisure** – leisure pursuits provided by the city – changing patterns – leisure and money – leisure related to work – privatisation.
9. **Stratification** – percetions of class – social mobility – class as defined by language/income/education – consumer life styles.
10. **Rich and Poor** – distribution of wealth – remembered poverty (poor housing, schools), the welfare state – elderly – unemployment – voluntary work.
11. **Power and Political Behaviour** – local and national – voting/apathy – effectiveness – lobbying.
12. **Media** – Radio Leicester – the 'Mercury' – influence on youth/violence – images of violence – immigration problems.
13. **Delinquency, Deviancy and Youth Culture** – inter-generation differences and attitudes – delinquency.
14. **Social Problems: Immigration** – the immigrants themselves – perceptions of them from outside.
15. **Discussion** – featuring the themes of the series.

**CONSULTANTS**
Professor J. Banks, Professor of Sociology, University of Leicester Professor H.J. Dyos, Professor of Urban History, University of Leicester, Malcolm Davies, Lecturer in Sociology, Ealing College of Higher Education, who is also writing the NEC course.

**PUBLICATIONS**
1. To accompany the first transmission of the series Professor Banks is writing some *Background Notes*. These will contain:
   (a) a brief general introduction about the growth of urbanism since 1801;
   (b) a brief account of why Leicester is taken as example;
   (c) a reference to the possible similarities to and differences from the viewer's own town;
   (d) a sociological outline of programme content – with suggestions for further reading;
   (e) a final section on finding out about your own town.

   The Background Notes will be distributed free by the BBC on application.
2. To complement the second year's transmission it is hoped to produce an accompanying book.
3. The NEC course is a first course in sociology called "Discovering Society".

**PRODUCER**
Tony Roberts

Issued by John Cain
Head of Further Education, Television October 1977

**BBC USEFUL SERIES**
RADIO
**Discovery** 9–11, *Wednesdays*, 11.20–11.40.
**Exploration Earth** 10–12, *Mondays*, 2.00–2.20.
**Inquiry** 14–16 *Wednesdays* 11.00–11.20.
**Learning about life** 14–16 *Thursdays* 2.40–3.00.
**Man** 10–12 *Thursdays* 9.25–9.35.
**History in Focus, the 20thC** 14–17 *Tuesdays* 2.20–2.40.
**History not so long ago** 9–12 *Tuesdays* 2.00–2.20.
**People at work** 13–14 *Fridays* 9.20–9.40.
**Prospect (The mind of Europe)** 16–18 *Fridays* 11.40–12.00.
**Religion and Life** 16–18 *Tuesdays* 11.40–12.00.
**Travelling People** 10–12 *Fridays* 11.00–11.20.
**World of work** 14–16 *Tuesdays* 9.55–10.15.

TELEVISION
**British Social History** 14–16 *Fortnightly Mondays*
**Film as evidence** Further Education
**Film as propaganda** *Tuesdays 3.00–3.25.*
**Focus** F.E. *Wednesdays* 2.40–3.00
**General studies** 16–18 *Mon + Fri.* 11.45–12.10 and 2.35–3.00 p.m.
**Going to work** 14–16 *Mondays* 2.40–3.00.
**The living city** F.E. *Tuesdays* 3.30–3.55.
**Scene** 14–16 *Thursdays* 11.00–11.20.
**20th C. history** 14–17 *Wednesdays* 9.38–9.58.

*–continued on Cover III*

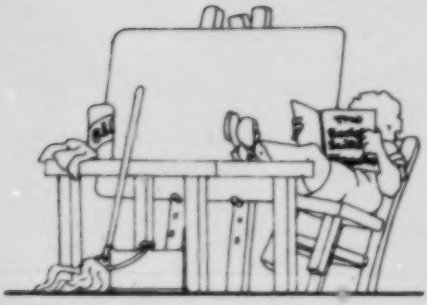
# CORRESPONDENCE

**Dear Sirs**

After reading the letter from the chief executive of the Association of Polytechnic Teachers (Social Science Teacher, 7, 1, p.3), I know even more clearly why I do not belong to that organisation. It remains overwhelmingly a minority clique of high ranking polytechnic lecturers, drawn largely from the science and engineering disciplines, which holds a narrowly self-interested conception of the needs of Polytechnic lecturers and is hostile to social science. I would not want it to be thought that the APT represents all, or even most "Polytechnic teachers" as Chris Brown seemed, I am sure unintentionally, to imply.

The letter itself is so sloppy and begs so many questions that it makes no sense at all. In addition to the contradiction between the demand for education for citizenship and the fear that educated citizens might be critical, which the author recognises in her first three paragraphs, the proposed resolution is so internally contradictory as to be meaningless. We are told that "the teaching of any social science should be kept strictly in a practical rather than in an analytic context" and then, all of four lines later, that "the historical analysis of the routes and reasons for the development of various institutions and activities would probably make more sense to the average pupil than would the normal history course to which he or she would be subjected." Overcoming one's desire not to bother reading any more taturly, one reads that it is unlikely that the discussion "could avoid comment on the desirability or otherwise of current practice" but that it "should not, however, be impossible to ensure that such comment is fair and indeed it would have to be a premise of the introduction of the social science courses that current practice has evolved for good cause, that any changes in the system would need to be ansysed carefully for the side effects which they would produce and that, substantially, evolutionary change is likely to be more successful than revolutionary change." Apart from the fact that the APT sees "bad" causes of the "current practice" in the administration of higher education and in trade unions, the author fatally misunderstands the nature of the debates within social science. There exist within social science not simply different ethical judgements about the current order, which are largely irrelevant to the progress of the disciplines, but also fundamentally opposed conceptions of reality and explanations for the development of existing institutions. It would be dishonest to attempt to present the "reasons" for the existence of present social and economic structures without indicating that there are, for example, Marxists who disagree with me as much as I disagree with the APT's view of the world. One can try to ignore these disagreements as Lord Robbins would have us do by not looking at the questions, not that I believe that strategy to be either desirable or possible, but having raised them, one runs the risk that pupils or students may choose conceptions we do not like and even "find their way into social science courses."

John Selby
Lanchester Polytechnic



# ARTICLES

## A PLEA FOR A RETURN TO THE STUDY OF POLITICAL ECONOMY.

**By Jack Nobbs**
**Hewett School, Norwich**

At first sight, it may appear regressive to give credence to the claim that economics and politics should no longer be studied as seperate disciplines, and that economics ought to revert to its old name 'political economy'. The physiocrats and the classical economists (notably Smith, Malthus, Ricardo and Mill), favoured the term 'political economy'. Some of their most important works included Ricardo's 'Principles of Political Economy and Taxation' (1817) and Mill's 'Principles of Political Economy' (1848), while Marx referred to 'my studies in political economy'. It would be wrong to assume that the early economists blended their discussions of economic matters with politics in a bemuddled fashion. The classical economists adopted a rigorous approach especially in their attempts to formulate economic laws.

The landmark in the separation of economics and politics was the publication of Marshall's 'Principles of Economics' in 1890. Referring to the 'science of economics', Schumpeter contends that, 'this term is of relatively recent growth. A. Marshall's great treatise was the first to establish its use'.[2] Marshall believed that earlier economists gave too much emphasis to production, and being a great eclectic, he combined the 'supply concepts' of the classical economists with the 'demand concepts' of such marginalists as Jevons, Menger and Walras.

From the time of Marshall, economics developed as a more mathematical, static and narrower study. The classical economists tended to be objective, but Marshall was more concerned with micro-economics and the individual. The great difference was that Marshall lumped together the three classes (landlords, capitalists and workers) into 'households', so economics developed uncommitted to the objective class analysis which Marx showed to be of such vital importance to any realistic study of society.

Those who attack formal modern economics are largely motivated by the growth of what Marx termed 'vulgar economy' or neo-classicism which pays scant attention to the distribution of income and social class analysis. As Rowthorn has succinctly expressed it, 'vulgar economy' or neo-classical economics is characterized by subjective individualism, naturalism and the primacy it awards to exchange'.[3] Modern economists over-emphasize price analysis using highly theoretical, hypothetical and mathematically abstract models. In a world of monopolistic or monopsonistic multinationals, using the power that advanced technology affords them, there is little validity in such concepts as consumer sovereignty, perfect competition, and the idea that the market mechanism produces the most efficient allocation of scarce resources. The student of modern economics emerges from a welter of econometrics to discover that much of his economics exists only in the mind of the economist. The norm, in the real world, is far removed from textbook theories of market equilibrium, where prices are determined by the interplay of the forces of supply and demand. It is no longer possible to accept unequivocally that 'the invisible hand' acts as an equilibrating force.

According to C. Wright Mills, 'the present-day confusion of economics is a confusion involving questions of policy . . .'[4] It is because economic theory has failed to provide answers to the socio-economic problems of inflation combined with unemployment and maldistribution of income associated with the inescapable poverty traps, that Nell argues for a revival of 'political economy' with a renewed focus upon the class system which structures and constitutes the economy. Nell contends that orthodox economic theory 'is not a theory of a social system, still less of economic power and social class.'[5]

There is much to be said in favour of a return to a study of 'political economy' in order to get economics off the hook. Economics is plagued with the inadequacies of marginal productivity and other theories which are supposed to operate in a fictitious world where class struggles and sectional conflicts are either non-existent or illusory. In the light of the development of economics as a separate science, it is well to remember that Marx saw 'political economy' as a unifying discipline. Separate studies of economics and politics are bound to result in a one-sided and incomplete picture, whereas 'political economy' is *more* likely to help to provide answers to problems of income distribution, property ownership and class conflicts.

Economists have tried to make economics too 'scientific' in an attempt to gain increased prestige for their studies. They have tended to shy away from predictions and practical problems, leaving politicians to make the decisions about which ends should be achieved, bearing in mind Lionel Robbins'

advice that there are merely economic and uneconomic ways of reaching a given end.[6]

Politics is the art of the possible; it is concerned with power, authority, legitimacy, control, and not least, with decision-making. In the modern world the politician cannot function effectively without some understanding of economics, and the economist must be in there pitching, especially at the seat of power. Aneurin Bevan got to the truth of the matter when he warned the Labour governments of 1945–51, that they could never achieve their political ideals until they held real economic power.

It could be argued logically that even the term 'political economy' is inadequate and that an integration of all aspects of the so-called social sciences is essential. Max Weber gave some currency to the terms 'social economics' (Sozialokonomie) and 'economic sociology' (Wirtschaftssoziologie), but such studies also fall victim to inadequacy.

Karl Polyani, in his attempt to give the term 'economic' a consistent meaning which would be useful in *all* the social sciences, suggested a concept based on a knowledge of 'man's dependence for his living upon nature and his fellows'. This substantive meaning of 'economic', in terms of man's 'interchange with his natural and social environment',[7] is relevant and useful to economists, politicians, sociologists, anthropologists and historians. But Polyani's inferred rejection of the importance of scarcity and choice is mistaken, as is the 'playing down' of the scarcity theme by some modern economists, the most well-known of whom is J.K. Galbraith.[8] Long-term universal affluence does not exist. Scarcity has always been present with its corollary of choice—and scarcity still remains, as any observer of the Third World will confirm. According to Evans-Pritchard, even primitive gift-giving can be best explained in the light of scarcity, 'for it is scarcity, not sufficiency that makes people generous . . . He who is in need today receives help from him who may be in like need tomorrow'.[9] Sahlins goes further when he makes the point, 'That whole economies are organised by the combined play of scarcity and differential accumulation is no secret to Economic Science'.[10] The term 'economic' links the notion of scarcity and man's struggle in his environment.

Modern economic science pays too much attention 'to the formulation of theories that examine the problems of consumer households, business firms, co-operative trade unions and other decision-making units of the economy'.[11] Musgrave is right to condemn economists' pre-occupation with consumers, firms, union organisations etc. If we accept Musgrave's term of 'public economy' we are left with a 'normative or optimal theory of the public household'. Here is the crunch. Economists must be free to move away from a pseudo-positive science. I wish to argue that they would do better to pay more attention to normative aspects and, in conjunction with other workers in social studies, (especially those engaged in politics and sociology), to engage in an examination of the fundamental problems of society.

**REFERENCES**


1. Marx, K. *Critique of Political Economy.*
2. Schumpeter, J.A. *History of Economic Analysis.*
3. Rowthorn, Bob. *Neo-Classicism, Neo-Ricardianism and Marxism.* (New Left Review No. 86, 1974).
4. Mills C. Wright. *The Sociological Imagination*
5. Nell, E. *The Revival of Political Economy* (in *Social Science* ed. R. Blackburn)
6. Robbins L. *The Nature and Significance of Economic Science.*
7. Polyani, K. *The Great Transformation*
8. Galbraith, G.K. *The Affluent Society*
9. Evans-Pritchard, E.E. *The Nuer*
10. Sahlins M. *Stone-Age Economics*
11. Musgrave R.A. *The Theory of Public Finance*
12. Mills, C. Wright, *The Sociological Imagination*

## ECONOMICS IN THE INTEGRATED COURSE: A SUGGESTION ON RACE RELATIONS

**By Alan Rawel**

Economics teachers have a problem. How do they convince colleagues teaching an integrated social studies courses that the content they seek to offer is both pertinent and worthwhile?

The history is not encouraging. "Economics teachers have been less than vigorous in developing their contribution to (such) non-specialist approaches,' no doubt due to the recruitment of economics teachers for Sixth form (usually 'A' Level) courses, with perhaps some government thrown in, but with little overt involvement in integrated humanities or social studies courses lower down the school.[1]

The sluggish approach of economics teachers is not helped by the pronouncements of some university departments, who declare they would rather their new entrants had taken 'A' Level Maths than the same in economics, while Lord Robbins' stricture that economics is too difficult for school-children has erected a further barrier in the development of the subject.[2]

Manuals for teachers of economics have consistently employed the purist approach. Too often they have introduced new developments in teaching economics – in isolation, while it has to be concluded, given the finite limits of the curriculum and the arguments advanced for teaching any one particular subject, that the future for economics below 16+ is as a component part of a broader social science course. At last, this viewpoint, already recognised by two GCE and several CSE boards,[3] is given cogent recognition in a recent offering from the Economics Association. It has been argued that "some form of integration is essential if the curriculum is to be both more efficient in terms of organisation of knowledge and more effective as a medium for preparing pupils to move into the world outside where daily problems are multi-faceted."[4]

Even accepting that economics has its place in an integrated social science set-up, it is easy to fall into the 'Robinson Crusoe' slot. The typical suggestion for 'extending' economics runs:-

i) a survey of the types of business units in a chosen area, followed by a more detailed look at a business enterprise;
ii) a survey of the types of jobs in a given area;
iii) production and distribution of certain products;
iv) a look at mass production and small-scale production[5]

In many senses, this format still leaves economics outside the scope of the social science course, mainly because it does not ask the student to develop ideas on social relationships and inter-action as a result of economic analysis.

**A problem rather than a sub-discipline centred approach**

The problem-centred approach to social science teaching is criticised because pupils will have to draw on the relevant social sciences when applicable, thus making it difficult to "ensure that the logical progression of the substantive concepts of each social science is adhered to."[6] Further, although an analysis of social problems "has advantages in suggesting relevance and generating interest, it has the disadvantage that it does not provide a systematic framework for the study of society as a whole."[7]

Nevertheless, in its 'Varieties of social behaviour' section, the JMB's Social Science 'O' Level syllabus sets out by implication the ground on which economics teachers should be standing to influence integrated courses. In the sub-section, "Positions and strata". the course content includes:-

(i) Relationship between social positions and specific forms of social behaviour and life chances, i.e. GNP (including its distribution), distribution of wealth, material consumption; family life, child-rearing, health, education, occupation and leisure patterns, housing; attitudes and values.[8]

Of fundamental importance in this area of the syllabus (or any similar outline) must be the study of race relations, the position of minority groups and cultures in society, and the contemporary problems posed thereof. The extent of the problem is measurable when certain politicians not hitherto associated with community politics are seen to be making urgent pronouncements on spending in the problem areas of inner cities, problem areas being associated with racial problems.[9]

The study of race and community politics in social science courses calls on students to further their understanding of multi-cultural groupings, as evidenced by the development of world studies/history programmes in schools with multi-racial populations. It may help black West Indian children to understand their cultural heritage in the same way that it may help white children to respect the rights of different cultures to exist in British society.

And so the question reappears. How can teachers of economics offer influential contributions in such courses, in this example with direct relevance to the study of race relations?

**Race relations: contribution of the economics teacher**

Economics teachers can offer a number of course units directly linked to race relations. These include population, income and its distribution, and economic growth.

With population, the general theme running through basic text-books is of an 'optimum' population level. Advanced countries tend to experience a decline in birth-rate (as in Britain, Holland and West Germany since the mid-60s) leading to implications for age-structure and expenditure, employment and new supplies of young skilled workers, etc. Of more secific relevance are the effects of immigration both on Britain and the country of origin. In this sphere, economics can provide projections and methods of prediction of

future migration, as well as the way in which to study the effects of changes in population levels in terms of age, sex and geographical structure. Consideration of the inner city problems can be a feature, perhaps pointing to the relationship between immigration and improvement of inner city areas. Thus,

"It is perhaps significant that the Asian community of Small Heath are solving the housing problem of that area with little outside help. They are steadily moving into the area, buying up the oldest and most dilapidated housing and improving it. Unlike the native-born English, they see the area as a place of opportunity and on present trends, by the year 2000 they would make up one third of the population of Small Heath and, in the process, upgrade the area. This leads on to the observation that inner cities have traditionally provided first homes and first jobs for immigrants. The East End of London successively attracted the Hugenots, the Irish, the Jews and now the people of Bangladhesh. Each generated a distinct urban sub-economy. Most gave us a rich, new entrepreneurial strain . . ."[10]

Comparisons can follow between (say) migrant labour in Britain – tending to be West Indian, Pakistani and Indian from the former colonies, and the migrant workers in countries like West Germany, Belgium, France and Switzerland (France, admittedly with its own ex-colonial population (who tend to work on short-term permits without civil rights and union representation. Set in this context is the argument that emigration is a "capital export" similar to the export of other factors of production. With each migrant who arrives, an underdeveloped economy, it is said, is subsidising the developed one for the amount the former has spent on bringing up the particular worker. The industrialised country, meanwhile, has saved itself the cost of producing an eighteen-year-old worker at home. Even in time of economic down-turn, the reliance of the industrialised countries on immigrant labour is immense. In Switzerland, 40 per cent of all industrial workers are migrants, in Germany 12 per cent.[11]

This reliance on short-term labour can be compared with the strong flow of inward migration into Britain in the period 1931–62, especially in the middle part of the period, when colonial labour was encouraged to come and man the service and lower-paid sectors of the economy.

A further contribution arises in consideration of the distribution of income, and more specifically earnings. One can consider, albeit in a very basic treatment, the classical explanation for differences in earnings. This may be stated as arising from the linking of natural ability with training which is supposedly reflected in a worker's marginal productivity (the addition to total productivity resulting from one extra input unit of, in this case, labour). The problems with the marginal productivity theory include difficulties in quantifying what it is constitutes productivity. As one writer has put it, 'how does one measure productivity in the class-room? Through the number of children in the class?'[12] Nevertheless, the theory is said to account for a skewed distribution of earnings, since with a given level of formal training, a man goes to the labour market with relatively great motivation, ability and drive, and thus tends to earn more than the average worker.[13]

The skewed distribution is further explained when one realises that not everyone has the same access to education, and because 'free' entry of labour is restricted in some trades and professions. The General Household Survey for 1975 noted the influence of colour and country of birth on pay. It found other things being equal[14], that non-whites received annual earnings 9.3 per cent lower than whites, and that people born outside Britain received 5.1 per cent less than British born. The composite differential for non-whites born outside Britain was 13.9 per cent. The reasons may be self-evident, but are they taught? Are local surveys of this nature carried out with the aid of local employment statistics? The causal explanation continues: "Black and brown workers tend (like women) to be crowded into low paying occupations and industries, this in turn discouraging them from under-taking extra schooling or training because the pay-off to such investment is lower than it is for whites. Further their occupational status may lead potential employers to conclude that non-whites are feckless when in fact their higher average turnover rate or higher average absenteeism make up characteristics of their occupation and industries . . ."[15]

A third area with direct relevance to the teaching of race relations is the wider perspective of economic growth and the relationship between growth and standards of living in under-developed third world countries. Growth models in many British texts are concerned with low British growth rates, which fails to contrast the reality as compared with under-developed countries. The cruder theories of racial superiority point to the economic backwardness of under-developed nations to support reasoning for the undesirability of foreign (black) migrants selling their 2nd or 3rd generation labour in an advanced country like Britain.

The growth debate is littered with discredited arguments, but the pragmatic politics of the leading industrial nations advances the view point that the Third World will only get poorer, if the developed countries get richer. Like the workers (and migrant workers?) in the industrialised countries, the Third World nations will only benefit from the spin-off of growth.

Meanwhile, a box of bananas retailing at $5.93 gives the banana grower 70 cents.[16]

Many of the points made above seem fairly obvious, but in terms of economic analysis, they are rarely explored in social science courses; this is because the contribution from the economics side tends to be on a specialisation/trade axis, or a 'finance and the individual' module. Both these

*– continued on page 32*

## IS THERE A 'BEST' 'O' LEVEL ECONOMICS SYLLABUS?

**By Owen Reed**

In the realm of social studies/social science, History, Geography and R.E. have an established, if changing, place in the educational curriculae. Sociology, Economics and Politics among others are more recent introductions, and one could say that they are struggling—at least for relative status. One argument against their introduction at G.C.E. 'O'/C.S.E. level is that the concepts in these disciplines are too difficult for schoolkids to appreciate. This has led to a more liberal interpretation of their subject area in terms of 'social/integrated studies'. An argument for Economics, in particular, on the curriculum is that the concepts are based more on scientific principles than say sociology because one can control the variables easier in constructing models and it is merely a question of loosening the shackles of the model to fit the practice. This theory has its superficial attractions. From another approach, it is easier in economics to describe rather than analyse economic institutions and relationships than it is in sociology—from the stock exchange through the advantages of large scale production to a description of the market. On a superficial level, description can lead to an understanding of the 'economic system' while analysis can lead to a deeper understanding of it. Some would suggest that the two cannot conceptually be separated.

I wish to compare the London 'O' Level and A.E.B. 'O' Level (1) economics syllabii to illustrate the difference between an analytical approach and a descriptive approach. The historical background of the two boards suggests that there would be a difference in emphasis and I would suggest that, very simply, the London paper and syllabus is constructed as an 'entrance examination for 'A' Level and beyond while the A.E.B. set up is more autonomous. To quote the respective 'aims and objectives':-

London: 'A description of the main features of the present day economic structure and activity in the United Kingdom, in conjunction with the elements of the Theory of Supply and demand'.

A.E.B.: 'to familiarise the student with the economic institutions with which he is likely to come into contact; to obtain some understanding of the economic forces which determine the environment in which people live as producers and consumers; and to introduce the economic problems which face the community and the government's policies towards these problems.'

1) Despite the word 'description' in the London blurb, the paper needs a reasonably strong analytical grip.
2) On the London paper, the candidate must answer any 5 questions from the 11 set, on the A.E.B. there are 2 sections. The candidate must answer all of the first 3 questions, usually mathematically based, and select any 3 from 10 questions in the second section.
3) London: "What is public expenditure? Describe the main objectives of such expenditure"
   A.E.B.: "What are the main forms of central government expenditure? How is it financed?"

The A.E.B. tend to guide students more than London with particular examples while London tend to set questions which are more general.

A teacher teaching 'O' Level economics must therefore ask the following questions:

1. Are the students likely to be continuing to 'A' Level, degree, and/or professional courses which include economics as a component—or are they more likely to be studying economics merely to gain a better understanding of the 'economic system'?
2. Given the level of the students ability, is an analytical approach better suited than a descriptive approach or vice-versa?
3. Which approach will give the students a better understanding of the 'economic system'?
4. Should economics be taught at all at this level in either way—both essentially academic?

One major problem for a teacher who wishes to make a rational decision on the merits of the two syllabii is that the London syllabus is often chosen because it has more status. I do feel that the London syllabus has no place in the 4th./5th. year (though economics is not often taught at this stage anyway). Its place seems to be at the end of the first year of a two year 'A' Level course. I would however cast serious doubts on the contention that the A.E.B. syllabus is not suitable for both those who wish to pursue the subject further and those who will not. I would in fact suggest that the 'more' academic approach of the London syllabus can lead to the acceptance of economics as a subject divorced from other areas of human behaviour, which as must be obvious is dangerous. By putting the emphasis on the descriptive rather than the analytical approach, the A.E.B. encourages a more comparative approach—putting the results of economic analysis in their social and historical context. Having taught in schools and colleges, I am concerned about the consequences of academic specialisation and differentiation generally, but particularly in the area of economics where the practical results of clinical economic policies can have devasting effects. If one of the aims of education is to develop a critical awareness of the society in which we live then economics must not be studied in a vacuum.

## SLIDE-TAPE AND ECONOMICS

**by Philip Negus**

**What is Slide-Tape?**

The basic components of a slide-tape package are a series of visuals with an accompanying soundtrack. An important feature is that the visual items are prepared with due regard to the soundtrack and the soundtrack is recorded so that it relates to the visual items. The aim is that the two components should synthesize and become qualitatively different from either sound or vision alone. The slides and the tape can be synchronized in a number of ways.

1) The soundtrack can contain an audible cue and the slides are changed manually. The cue can take the form of; "Now change to slide . . .", or a 'bleep'.

2) Slides can be changed automatically. With this system a control pulse is recorded on a separate track of the tape, thus the sound component is uninterrupted. The pulse activates the slide projector.

3) A more elaborate variation of slide-tape is 'photo-play'. With the normal slide-tape package there is a period when the screen is blank as slides are changed, photo-play overcomes this by using two projectors focussed on the same screen. Successive slides are placed in alternative projectors so that as a slide is being changed in one projector the next slide is being displayed by the second projector. When a diaphragm is placed in front of each lens images can be faded on and off the screen or superimposed on each other. When the synchronization is automatic both the sound and the visuals can be continuous and elaborate effects achieved. When the synchronization is not automatic the presenter of the photo play becomes, if he eschews audible change cues, a performer who can vary the rate of slide change and the speed of fading in response to the reactions of the audience.

As might be expected there are advantages and disadvantages with each approach. Which will be adopted depends on what the teacher wishes to convey via the package and the context within which the package is to be used. For example, if the slide-tape is to be used by individual students working alone using handviewers then an audible cue is required on the tape. If the package is to be shown to a group of students under the supervision of a teacher then automatic synchronization can be used. The question here is can the slide-tape achieve anything that the teacher cannot?

**Why use slide-tape?**

Supporters of slide-tape point to a number of supposed virtues for the system when compared with other audiovisual techniques.

1) Slide-tape is cheap and easy to produce. All that is required is a tape recorder, a camera and a slide projector. Slides can be made on normal colour reversal film and sent away for processing.
2) Very large, clear visuals can be achieved. The clarity of the visuals is often superior to that of ciné film. Similarly a high quality sound track can be easily produced.
3) Editing is easier than with video tape or film. Slides can be moved around, or discarded, to obtain the best sequence.
4) If the pack is not effective then once again slides can be easily rearranged or new slides made to improve impact.
5) Home made material can be mixed with commercially produced.
6) There are no storage problems.

It is also claimed that slide-tape packs are very versatile and can be used to teach skills, convey information, stimulate and as an art form in their own right.

**Producing a slide-tape pack**

Although no elaborate equipment or special expertise is required to produce a slide-tape pack it does require careful planning and can be excessively time consuming. We will look at the preparation of a pack dealing with a simple Keynesian model of the economy. The pack was designed as part of an individualized learning scheme to be used by students who had found the written units difficult.

A) *Objectives.* The first stage in the preparation of any material to be used for learning is to decide on objectives and potential audience. With the Keynesian pack the objectives were that students should be able to define certain basic concepts such as saving and investment, explain how equilibrium is achieved in a closed economy and complete some simple numerical exercises successfully. The target audience was a group of 'A' level economics students.

B) *Preparing the slides.* Before preparing detailed material it is necessary to plan the basic sequence of events and the general tone of the presentation. The Keynesian pack could simply have been a series of two dimensional diagrams such as found in most introductory textbooks with an accompanying commentary. An alternative approach, which was finally adopted, was to use models to represent households and firms together with toy people and lorries in order to achieve a three dimensional effect. Having decided upon the general approach the sequence of visuals had to be decided. Thus the assumptions of the model and the idea of the circular flow of income were to be introduced before dealing with savings, investment and equilibrium.

The next stage was to prepare the models and title cards. The models were simply silhouettes of houses and factories about three inches high. These models were placed on a base of white card in front of a blue backcloth. Narrow strips of different coloured felt were also prepared to represent the various flows of money and goods between the two sectors. Most items were labelled using dry rub on lettering.

To photograph the items the camera was fixed on a tripod. People who are producing their first slide-tape pack tend to think in terms of separate slides. This is a mistake, it is far better to think in terms of a sequence of slides with one flowing into another rather like a slowed down ciné film. This makes for greater unity in the finished product and introduces the possibility of varying the rate at which new ideas

are introduced. With the Keynesian pack the idea was to suggest that the pictures were being taken from a helicopter circling above the model and occasionally diving to hover above particular items. Thus if the role of households in the economy was being considered a series of shots was planned starting with the whole model and finishing with a close up of the households. Between each shot the camera was moved down and forward towards the model so that superfluous elements were gradually excluded. In this way attention was focussed on the particular item whilst at the same time students were reminded of its relationship to the rest of the model.

C) *Scripting.* To write a script the slides are first arranged in their proper sequence on a light box or map table so that they can all be viewed simultaneously. When the script is written, preferably in an active tense, it should be remembered that it is going to be listened to, not read. It should sound conversational or perhaps dramatic, but not formal. A good plan is to record the script after the first rough draft to hear what it sounds like then go back and rewrite as necessary. Cues for slide changes and sound effects if they are to be used can be placed down the side of the script. A good general rule about sound effects is that if in doubt do without. (Figure 1)

When scripting thought should be given to the pacing of the sequence. The literature on slide-tape suggests that a slide should not be displayed for more than twenty seconds and that an average to aim for is eight seconds. Experience suggests that what is more important than the average time is the variation in the time for which a slide is held on the screen. A detailed slide which may be on the screen in excess of twenty seconds can be followed by a sequence of rapidly changing slides. Thus in the Keynesian pack consideration of a topic such as investment that requires slides to be held for some time is followed by a flow of slides in rapid succession as the student's attention is drawn to another part of the model.

If the slide-tape pack is synchronized automatically then the student is not called upon to make any response. Even if the slides are changed manually no great intellectual effort is required although it may ensure the student is kept awake. To involve the student in a more active fashion questions were inserted in the script for the Keynes pack. These required the student to make some simple calculations before the answer was revealed on the next slide.

D) *Recording.* The script was recorded on reel to reel tape and then edited. Sound effects can be added after editing before the finished product is transferred to cassette tape.

E) *Pulsing.* The cassette tape was replayed to add the slide change pulses. Since the Keynes pack used automatic synchronization it was possible for pulses to be added in mid sentence. If the slides were to have been changed manually then the cues would have to have been added between sentences. A drawback with manual changing is that it is not possible to achieve any real change of pace in the presentation.

**Assessment**

Since a considerable amount of effort goes into the production of both slides and tape we ought to consider the effectiveness of this effort and its opportunity cost. The Keynes slide-tape pack has not been a great success and in particular does not really solve the problem of how to represent abstract concepts visually. Viewers of recent television programmes dealing with economics 'fronted' in one case by Donaldson and in another by Galbraith will have seen exactly the same problem, also unsolved. In order to make the ideas visual the producers of the programmes resorted to the use of models and effects that in many cases detracted from the clarity of the commentary. With the Keynes pack the students first have to come to terms with the conventions of the presentation, they have to remember that a particular silhouette represents the factors of production or consumers. At the same time they have to assimilate information about relationships as, for example, between consumption and income. These relationships are usually demonstrated by figures so some students are faced with what they regard as the additional hazard of mental arithmetic. Thus, as always, the question the teacher must ask himself is whether the material he wishes his students to learn lends itself to the medium he is thinking of using. It seems likely that the slide-tape is better suited to the descriptive aspects of economics than to the theoretical.

The Keynes pack also demonstrates the problem of pace. In order for students to assimilate fully all the relationships embodied in a particular diagram then the slide has to be displayed for more than twenty seconds and this leads to a slow, pedestrian treatment. Although the automatic synchronization made it possible to deliberately vary the pace it had the disadvantage that the pack was no longer under the control of the student. He can of course stop the tape to hold a slide but it would seem simpler to give the student a tape and a booklet of photographs or diagrams. The student can easily rewind the tape to hear part of the commentary again and he can view the diagrams for as long as he feels necessary. If he rewound the tape with an automatically synchronized pack then when the tape was restarted it would no longer match the slides. Where the teacher's aim is to convey abstract theories or concepts then a pack based on manual slide changing or a tape plus booklet would seem to be superior to an automatically synchronized pack.

Automatically synchronized slide-tape becomes more effective when the aim is to arouse interest and motivation. When it is not necessary for precise, detailed information to be conveyed and the teacher merely wishes to give a general impression of a topic then slide-tape is worth considering, especially in its photo-play form. Students approaching a topic such as poverty or income inequality at any level of study could be given an overall impression of the extent of wealth and

income inequalities, together with their implications for other areas of life, by means of slide-tape before going on to study the detailed causes of the inequalities.

Slide-tape is at its most useful when prepared by the students rather than by the teacher. Although the technical quality of the finished pack may not be high what is important is that a group of students will have had to research information, organize it and make decisions about presentation. Rather than write an essay, which is boring, a student will have to write a script, which is different, and then record it. Perhaps more teachers should consider assessing students' work in this way rather than by means of stodgy folders.

**Further Information**

More detailed information and guidance on the planning and preparation of slide-tape can be found in:

Meighan, R., Photoplay Techniques and the Teaching of Social Science and Social Studies in Schools, *Visual Education,* November 1975.

Townsend, I. J., Producing a Tape-Slide Package-The Initial Analysis, *Visual Education,* February 1976.

Townsend, I. J., Producing a Tape-Slide Package-The Visual Component, *Visual Education,* March 1976

Townsend, I. J., Producing a Tape-Slide Package-The Final Stages, *Visual Education,* April 1976.

*Visual Education,* June 1977 has several articles on slide-tape.

Basic practical information on making slides and tapes can be found in the following:

Goudket, M., *An Audiovisual Primer,* Columbia University (1973)

Kemp, J. E., *Planning and Producing Audiovisual Materials,* Crowell (1963)

Langford, M. J., *Visual Aids and Photography in Education,* Focus Press (1973)

Kodak Ltd. have produced a series of booklets on photography in education, two of which are: *Basic Still Photography* and *Photo-Play.* These can be obtained free from Kodak Ltd., Professional Photographic Sales, P.O. Box 66, Kodak House, Station Road, Hemel Hempstead, Hertfordshire HP1 1JU. The Training Department of the National Audio-Visual Aids Centre, 254 Belsize Road, London NW6 4BY runs short courses on slide-tape production.

A book that discusses the relative merits of various audiovisual aids is, Romiszowski, A. J., *The Selection and Use of Teaching Aids,* International Textbook Co. Ltd. (1976).

| *SLIDE* | *SCRIPT* | *EFFECTS* |
|---|---|---|
| 1) Title | | |
| 2) Overall view of model; long shot | Here is a simple island economy with no government and no foreign trade. It is made up of two sectors, firms and households.<br>Firms produce goods and services . . . . . | Seagulls and waves<br>(Fade out) |
| 3) 4) 5) Move in on firms | | |
| 6) Close up of firms | | |

*Figure 1*

**RESOURCES AVAILABLE TO ASSIST THE TEACHING OF ECONOMICS WITHIN THE FRAMEWORK OF C.S.E. SOCIAL STUDIES:**

**Jack Nobbs (Hewett School, Norwich)**

The teacher of Social Studies will find, inevitably, that the syllabus includes at least one section devoted to a knowledge of Economics. It is likely that other sections will involve inter-relationships between Economics and other social sciences. A study of the relevant sections of the syllabuses of the four Boards offering Mode 1 Social Studies indicate the variety of economic knowledge expected.

**EAST MIDLANDS REGIONAL EXAMINATIONS BOARD**

**Everyday Economics.**

Purpose:

To enable the student to understand simple economic terms and ideas so that he can appre ciate the economic developments about him.

(a) *Production and Distribution of Goods.*
With reference to local and national basic industries.

1. Chain of production — Conversion of raw materials to finished products.
2. Mass production and division of labour.
3. The effect of supply and demand upon prices and employment.

(b) *National Income.*
What it is and how it is measured. Compa rison with other countries. Problems of in cressing national income; Annual rate of growth; Effect of Imports and Exports; Balance of Payments.
How it is distributed. Difference of wages including equal pay. Ways of payments; cost of living index. Rents; Dividends; Interest.

(c) *Banking*
Types and use of money — coins, notes, cheques, Postal Orders, Credit cards.
Types of Banks — Commercial Banks; services given and cheque clearing system; Bank of England.
Provision of Capital for Industry.
Other types of Banks and Financial Organi sation. Stock Exchange; Building Societies; Trustee/National Savings Bank; Merchant Banks/Discount Houses; Post Office Giro System; Lloyds Insurance.

(d) *Full Employment.*
Causes of unemployment.
Remedies for unemployment.
Monetary and Fiscal and Regional Policy. Inflation.

(e) *Personal Budgeting*
Emphasis upon personal savings.

1. Youth and Adult — Income and deductions; planned and impulse buying; necessities and luxuries.
2. Family Budget.
Household Budget — rent, mortgage, hire purchase, insurance, interest rates.

**METROPOLITAN REGIONAL EXAMINATIONS BOARD.**

**The World of Work**

Why work? Economic and moral reasons. Changing attitudes to work, e.g. job satisfaction. Transition from school to work. Technological change and its consequences for the individual and society, for example, working conditions, unemployment, redeployment and retraining, mobility of labour. Accidents at work and compensation. Employer-employee relationships. Industrial relations. Trade Unions and Employers' Associations, functions, organisations and activities.

**MIDDLESEX REGIONAL EXAMINATIONS BOARD**

**Earning and Living**

1. From School to Employment
Leaving School, obtaining employment. The Careers Advisory Service.
2. Industrial and Commercial Relations.
Management. Working with others. Trade Unions Movement. Factory Acts and other industrial legislation. Nationalised industries and private enterprise. Size, distribution and mobility of labour force. Skilled and unskilled labour. Redundancy and unemployment. Social effects of technical progress and automation on work and leisure.

**EAST ANGLIAN REGIONAL EXAMINATIONS BOARD**

**The Economic System**

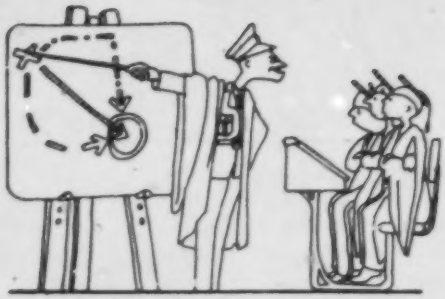
(a) The meaning of work; non-work; leisure.
(b) Influence of occupation on leisure.
(c) Levels of wages and salaries, and factors which might affect them.
(d) Size of firm and method of production, (noting especially mechanisation and automa tion) and their influence on work satisfaction.

It is with the above syllabuses in mind, combined with a knowledge of many Mode 2 and Mode 3 syllabuses collected in the course of writing MODERN SOCIETY, that the author recommends the following resource material — at the same time acknowledging a debt to Philip Negus who provided the information on:

Economics Association Publications,
Useful Addresses,
Curriculum Projects.

**PUPILS BOOKS**

| *Author* | *Title* | *Publisher* |
|---|---|---|
| Baron, D. | Economics: An Intro-ductory Course | Heinemann |
| Baron, D. | Transport and Com-munications. | Wheaton |
| Boothman, D.B. *et al.* | Money Matters. | Longman |
| Christie, D. and Scott, A. | Economics in Action | Heinemann |
| Daff, T. | Prices in the Market | Wheaton |
| Davies, B. and Hender D | Production and Trade | Longman |
| Eltringham, D | Imports and Exports | Wheaton |
| Garrett, J. | Visual Economics | Evans |



# BRIEFINGS

**ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES**

**No.11 POP MUSIC AND EDUCATION IN THE SOCIAL SCIENCES**

**by Tony Attwood**
**(Cockpit Arts Workshop)**

The notion of using pop music in educational situations came to the fore in the mid 1960s with English teachers using the lyrics of pop songs as they might do poems, and music teachers slowly coming to terms with the thought that one or two pop composers may actually have some ability after all. The English teacher was spurred on by the development of a politically aware group of song writers, spearheaded by Bob Dylan whilst music educationalists such as Professors Wilfred Mellers and Keith Swanwick, who in their own ways took a serious look at pop, and in the process laid low the myth of pop as mindless trivia.

However in the midst of all this continuing activity the social scientist appears to have been left somewhat out in the cold, and only in the last two or three years have any major developments occurred in the field of teaching pop music as a social science.

Probably the main reason for this hesitancy on the part of social science teachers to delve into the fields of pop music is a lack of information about how the controlling mechanism – the pop music industry – actually operates. Many people are aware that there is a certain amount of behind the scenes activity involved in getting records played on the radio, and equally many have heard one or two rumours about just how records do get into the seemingly all important Top 50 charts, but hard facts are often found to be wanting.

Nevertheless the air is clearing slightly – books are being written on the subject, and teachers at all levels are making serious efforts to find out more, by (a) inviting in speakers from record companies, sound studios, publishing firms and the like, as well as (b) arranging visits by students and pupils to local radio stations and the like.

In response to this increase in interest the Music Team at the ILEA Cockpit Arts Workshop in north London, organised in 1976 two projects for schools and colleges which were offered to teachers of English, music and social studies and both of which were aimed to focus attention on the manipulative role of the music industry in the production of pop music. The two projects have subsequently proved so popular that they have been made a permanent feature of the work of the music team.

The first project was specifically aimed at 13 year olds, although it has recently been revised in order to be of use to teachers working with older groups. The general outline of the project takes as its title the name of a company involved in the industry – Reel-sound Productions. By arrangement with the teacher or lecturer a member of the Cockpit Music Team takes one 40 minute lesson the school introducing himself as the representative of Reel Sound. He explains that his job at the company involves acting as a consultant for record companies, seeking out the views of young people on the subject of potential pop singles' releases. He then plays extracts on tape from 5 pop records which it is highly unlikely that any of the audience will have heard before (tracks from obscure or unreleased albums are usually used), taking care to include a mixture of the various styles that happen to be popular at the time.

For each extract played the students have to simply fill in a form which grades each record's chances of becoming a hit, and analyses the form and nature of advertising that the pupils think will be most likely to achieve results. Throughout the whole procedure the Reel Sound representative talks with the class about the nature of the music business, explaining why it was important to advertise certain records in the past in certain ways, how different forms of advertising cost varying amounts of cash and so on.

One week later the representative returns to take a second lesson which this time concentrates on the two records of the five originally played which

gained the highest number of marks in the first round. The class are then told that it is important to fit the image of the group or singer of the records concerned to the actual sound of the record. Thus the class are asked to imagine that they are seeing the group perform on TV and listening to them being interviewed on the radio. What sort of people would they turn out to be? A list of personality traits and styles of dress plus modes of behaviour is provided, and the class told to select those which they think would apply. They are further told that should the people who have already made the recordings not fit with this new personality they would be replaced by people who did, although normally such drastic measures are not required since pop stars could be dressed up in any way the record company saw fit, and could hopefully learn what to say at interviews in order to express their newly designed personalities. At the end of that lesson the Reel Sound representative collects the forms and leaves, thanking the class very much for all their help.

It has generally been observed in working this project that the aim of stimulating discussion after the visitor has left is usually achieved, especially where the teacher has got further activities available, and there is evidence that as a result of the Reel Sound project many young people who have never considered the nature of the pop music industry have started thinking about it for the first time. Because of the difficulties of members of the Cockpit Music Team going round to all schools and colleges which ask for the project some institutions have tried running it themselves with just the cassette of songs and printed forms being supplied by the Cockpit. By and large this method has worked just as well, which indicates that any teachers who are interested could get a few forms printed and collect recordings to be used themselves.

The second project devised by the Cockpit Music Team centres around the making of a radio programme. Unlike the previous project it does require a certain amount of hardware but I have recently visited several schools and colleges where teachers ar able to run the project with equipment already available. The project involves the students making a thirty minute radio programme, as might happen on any commercial radio station in the UK. There are about eight records to play, already chosen by the programme producer (ie the teacher), jingles, adverts, and a script which simply details the name and time of each item, the order of the programme and the amount of time the DJs have to speak in. Normally two students are employed cuing records, two acts as disc-jockies, two operate tape machines with the jingles and adverts on, one operates the mixer and one acts as a time keeper, making sure the show ends dead on the 30 minute mark. The DJs are able to interview people in the studio during the course of the programme if they should want to.

Generally it has been found that most pupils are surprised to find that they dont really have anything to say, when acting as DJs, and this leads to interesting discussions as to the actual purpose and function of the disc-jockey. This is made more obvious to the pupils by not allowing them to choose their own favourite records. By picking songs that are generally unknown to them they are less likely to fall back into clichés picked up from radio DJs, than might otherwise be the case. Nevertheless this is a realistic situation since most radio stations do not allow DJs to choose their own material.

**Other Developments**

The response to these two projects has been large enough to encourage the Cockpit Music Team to develop further ideas which after being suitably field tested can be run by teachers without direct intervention by the Cockpit staff. Perhaps the most successful is a consumer based project called "Any Complaints" in which pupils are encouraged to think about any problems they feel they have relating to the music industry, be it purchasing warped records, not being able to listen to LPs before buying them, the fact that the local radio station doesn't play the records one wants to hear, or even that there is no local radio station at all. In each case the teacher and pupils discuss what can be done about the situation and then go ahead and take action when a relevant situation arises again.

As a follow-up to the DJ project a further activity has been developed in which tapes are made up which simply record what a radio DJ does say during a two or three hour programme, and the class is then asked to analyse what is said. Other projects have included analyses of where the money that one spends on records goes to, and a project examining how hearing a record several times influences one's appreciation of it. Many of these projects have been included in the resources for the classroom listed at the end of this article.

**Words of Warning**

Doubtlessly there is much more to be done, and many more projects can be devised, but it is important to pause for a moment and interpolate a word of warning. A number of teachers have tried to deal with the pop industry in classrooms, almost in a stright lecture style, explaining to the pupils how the industry works, from the point of view for example, of record companies, groups on tour, studio engineers etc. Apart from where this has been done with mature intelligent pupils this has often not worked, since any mention of the word pop and the average 13 year old wants to hear it, not talk about it. It will be noticed that both Reel Sound and the DJ project allow pupils to listen to music as well as learn about the music industry, and the projects that dont include listening (such as "Any Complaints?") do allow direct interaction with the industry. Our experience has shown that straight lectures by the teacher can lead to difficulties even when the class are quite used to being lectured to. However this difficulty can be minimised by making the study as practical as possible (which includes the maximum possible use of visits and visitors).

Furthermore it has also been shown consistently that pupils are more likely to take in information presented in the form of texts than in lectures – perhaps because reading about pop is a generally accepted exercise whereas discussing it in a serious manner is not.

Clearly this debate leads us onto the cultural nature of pop music and the potential cultural clash between the teacher and the child over pop. Unfortunately it appears that by merely appearing to be "with it" in terms of pop the teacher does not overcome this clash. To many children, pop is their own culture, which is not part of school. Pop gives young people their own special identity, and school, wherein it is resisted rather than accepted with pleasure, gives the child a sense of identity being taken away. Furthermore pop, the pupil might reason, is concerned with, for example, making a lot of noise, sexual inuendo, and movement. Try any of that in class and there will be trouble. And yet the pupil may see a teacher bringing the whole business of pop into class: the dilema is clear.

I would stress therefore the need for caution. The Reel Sound project and the DJ project do work without calling into question in the minds of young people, the nature of the school and its function with regards to them. Of course some people might want to do this, but this is not what the projects are for – they are designed to focus attention on the pop music industry. Likewise the 2 items listed under "Resources for the classroom" below have also been field tested and can be shown to work. However we need much more material. I would hope that many more teachers and lecturers are going out and getting it, but from my experience I would urge them to be prepared for many disappointments before projects are discovered which actually do what you want them to do.

---

**RESOURCES FOR THE CLASSROOM**

*Pop Workbook* by Tony Attwood and Paul Farmer. Pub. Edward Arnold. £2.00. A class textbook for 13-17 year olds including articles on the pop industry, followed by questions, things to do etc. Also includes detailed resource lists.

*The Pop Business* by Paul Farmer and Tony Attwood. Pub. E.J. Arnold. March 1978. Approx £10. A kit including cassette, film strip, spirit masters of worksheets, questionnaires, teachers notes etc. For 13-18 year olds.

**BOOKS FOR YOUNG PEOPLE**

*The Facts about a Pop Group* by Dave Gelly. Pub. A.G. Whizzard and Andre Deutsch. £1.95. A hardback book featuring the pop group Wings, covering all aspects of the group's work including its relationship with the industry.

*Rock* by Mike Bygrave and Linda Nash. Pub. Hamish Hamilton. A behind-the-scenes approach to the music industry, exceptionally well illustrated. Readable by 13 year olds upwards.

*Out of His Head* by Richard Williams. Pub. Abacus. 65p Paperback review of the life of Phil Spector, the only record producer ever to become a household name. Of interest to 15 year olds upwards.

*The Encyclopedia of Rock* by Phil Hardy and Dave Laing. Pub. Panther in 3 volumes. 95p each. Interesting and cheap review of the pop world with entries on record companies, producers etc.

*Making Tracks* by Charlie Gillett. Pub. Panther. 75p. Well written history of Atlantic Records which should be of interest to 6th formers and students who like the Atlantic sound. An excellent case study.

*Rock File* by Charlie Gillett and Simon Frith. Pub. Panther. Volumes 2 and 3 75p each. Volume 4 (incorporating volume 1) £1.25. Each volume analyses sales of records and includes interesting articles on the music industry readable by 16 year olds and upwards.

*So you want to be in the music business* by Tony Hatch. Pub. Everest. Hardback £3.25; Paperback 95p. An excellent guide to the complete industry, well worth reading, and should appeal to anyone over 14.

*Emperor Rosko's DJ book* Pub. by Everest. Hardback £3.50; Paperback 95p. Highly stimulating companion volume to the above, covering all aspects of music radio.

**BOOKS FOR TEACHERS**

*Voxpop* by Michael Wale. Pub. Harrap. £1.50. A collection of interviews with a producer, manager, promoter, agent etc.

*Owning Up* by George Melly. Pub. Penguin. 35p. Autobiography of jazz singer turned critic, full of background information.

**RESOURCE BOOKS**

*Kemps Music and Recording Industry Yearbook*
*Music Week Industry Yearbook*

Kemps' is the more comprehensive of the two, but generally they cover the same ground. Music Week's book is less expensive and is also distributed free to subscribers to the magazine.

**ALSO MENTIONED IN THE TEXT**

*Twilight of the Gods: the Beatles in Retrospect* by Wilfred Mellers. Pub. Faber.

*Pop Music and the teacher* by Keith Swanwick (Pergamon) Bob Dylan Writings and Drawings. Pub. Panther.

Lecturers may also be interested in the Open University course DE353, Mass Communication and Society, which contains a block on reggae. Further information about the projects organised by the Cockpit Music Team may be obtained from Tony Attwood, Cockpit Arts Workshop, Gateforth St., London NW8.

The Briefings Series is edited by Roland Meighan, Faculty of Education, University of Birmingham, Birmingham B15 2TT, England.

Copyright 1977 by A.T.S.S. Reproduction in part or whole without written permission is strictly prohibited. All rights reserved.

| | | |
|---|---|---|
| Harvey, J. | Elementary Economics (Workbook) | Macmillan |
| Harvey, J. and M. | Producing and Spending | Macmillan |
| Hobley, L.F. | The Trade Union Story | Blackie |
| Lambert, K. | Commerce and Life | Nelson |
| Marder, K. and Alderson, L.P. | Economic Society | OUP |
| Mitchell, I. | The World of Work | Nelson Focus |
| Nicholson, J.F. | Modern British Economics | George Allen and Unwin |
| Nobbs, J. | Social Economics | McGraw-Hill |
| Nobbs, J. and Ames, P. | Daily Economics | McGraw-Hill |
| Powicke, J. | Government in the Economy | Wheaton |
| Sladen, C. | Everyday Economics | Pitman |
| Smith, A. | The Trade Unions | Methuen |
| Shafto, T. | The Distributive Trades | Wheaton |
| Temple, S. | The World at Work | Cassell |
| Temple, S. | Out at Work | Cassell |
| Thomas, D.J. | The Wage Earner | Bell |
| Wright, C. | Better Buying | Ginn |

**TEACHERS BOOKS**

| | | |
|---|---|---|
| A.M.A. | The Teaching of Economics in Secondary Schools | OUP |
| Lee, D. (Ed.) | Teaching Economics | Heinemann |
| Oliver, J.M. | The Principles of Teaching Economics | Heinemann |
| Sandford, C.T. and Bradbury, M.S. | Projects and role play in Teaching Economics. | Macmillan |

**FILMS**

| | *Time (minutes)* |
|---|---|
| *Advertising Association* | |
| Advertising in Perspective | 50 |
| *BBC Enterprises* | |
| Members of the Union | 25 |
| Balance of Payments | 25 |
| Wealth and People | 25 |
| *BP Film Library* | |
| The North Sea Quest | 17 |
| The Tide of Traffic | 29 |
| *British Standards Institution* | |
| A Question of Standards | 20 |
| *Central Film Library* | |
| The Employment Services | 19 |
| This Automation Age | 33 |
| *Concord Films Council* | |
| Day after Day (Tedious factory routine) | 30 |
| Do Not Fold, Staple, Spindle or Manipulate | 50 |
| What about the Workers – are They to Blame? | 50 |
| Hard Times (Poverty in UK) | 50 |
| Give us the Works (Industrial relations) | 25 |
| *Guild Sound and Vision* | |
| Bank of England | 26 |
| The Financial Times | 22 |
| City Port | 20 |
| This is Lloyds | 40 |
| *ICI Film Library* | |
| The Choice (Pollution) | 29 |
| *Multilink Film Library (Peterborough)* | |
| The Curious History of Money | 16 |
| The Square Deal (Insurance) | 13 |
| The Sure Thing (Insurance) | 14 |
| Bankers to the World | 32 |
| *Random* | |
| Portrait of a Company | 20 |
| *Rank Film Library* | |
| Why we use Money | 8 |
| Why People have Special Jobs | 7 |
| *Shell Film Library* | |
| The Land must Provide Oil | 24 |
| *Stock Exchange Council* | |
| My Word is My Bond | 18 |
| Money – Go Round | 3 |
| *Royal Bank of Scotland* | |
| Your Money and Your Life | 20 |
| *Training and Education Film Library* | |
| Unemployment | 25 |
| Brickworker | 25 |
| *TUC* | |
| TUC Centenary Film | 60 |

**FILM STRIPS AND SLIDES**

*Common Ground*
Introduction to the Industrial Revolution
*Educational Productions*
Types of Business Organisation
*Encyclopedia Britannica*
Basic Economics
*Hulton*
Industrial Location and Regional Policy
*Longman*
Industrial Location – the American mid-West
*National Coal Board*
Britain's Wealth from Coal
*Visual Information Service*
Work of the Post Office
Making Motor Cars
How Exports are Shipped Through the Port of London

**WALL CHARTS**

*Bank Education Service*
The Role of Banks
Life Story of a Cheque
How to Use a Cheque
The History of Banking
*Corporation of the City of London*
Corporation of London
*Department of the Environment*
This is our World
*Educational Productions Ltd.*
British Industry
Chain Store Organisation
How Life Insurance Works
Understanding Our Economy
*London Co-operative Society*
You and Your Co-op
*National Westminster Bank*
Investment – on The Stock Exchange

The Branch Manager – What he Does
*Pictorial Charts Educational Trust*
The Cost of a Bike
Rates and Taxes
Rich World – Poor World
British Farming
Introduction to Economics
The Growth of British Trade Unions
Your Money
The EEC and the Rest of the World
The Money-go-Round
*The Stock Exchange*
How the Stock Exchange Works
How a Company is Formed and Financed

**KITS AND PACKS**

Economics (General Studies Project – Longman and Penguin)
Life Assurance Study Kit (Educational Productions Ltd.)
Money Managment Kit (Educational Productions Ltd.)
Giro and Money Management (National Giro Centre)
Industrial Relations (General Studies Project)
People and Work (General Studies Project)
The Early Trade Unions (Jackdaw Folder)
The General Strike (Jackdaw Folder)
The World of Work (Childwall Project)
Picture Pack: The Car (Pictorial Charts Educational Trust)
Picture Pack' Energy (Pictorial Charts Educational Trust)
Picture Pack: Transport (Pictorial Charts Educational Trust)
Consumer Education (Macmillan)

**GAMES AND SIMULATIONS**

North Sea Exploration – Longman
North Sea Gas Game – Longman
The Power Game – Longman
Super-Port – Longman
Bobtree Moves into Western Europe - Longman
Export Drive – Longman
Stock Exchange Finance Game – Stock Exchange Council
New Steel Site But Where – CSV
Security – CSV

**ECONOMICS ASSOCIATION PUBLICATIONS**

Brian Robinson. *Field Studies in Teaching Economics.* Price £1.65 + 15p. p&p.
F. Simon Smith and Richard Powell. *List of Books and Resource Units in Economics for Teachers in Schools and Colleges.* Price £0.50 + 10p. p&p.
David Whitehead. *Film and Wall Charts List.* Price £0.50 + 15p. p&p.

The Association is also planning a series of filmstrips. The first one is *The Factors of Production.* Price £4.00 + 10p. p&p.

The Association's journal *Economics* contains a number of articles on teaching economics to the 13–16 age group. Back copies are worth looking at.

All of the above can be obtained from; The Economics Association, Room 340, Hamilton House, Mabledon Place, London WC1H 9BH.

**USEFUL ADDRESSES**

Bank Education Service, 10 Lombard Street, London EC3V 9AT. Free booklets and wallcharts. Specimen bank forms.

British Insurance Association, PO Box 538, Aldermary House, Queen Street, London EC4P 4JD. Booklet, wallchart, study kits, filmstrip.

Information Officer, Building Societies Association, 14 Park Street, Mayfair, London W1Y 4AL. Booklets (free) and films.

Central Statistical Office, PO Box 242, London SE1 0DE. Free pocket cards, 'United Kingdom in Figures'.

Information Office, Commission of the European Communities, 20 Kensington Palace Gardens, London W8 4QQ. Free booklets, maps and wallcharts.

Educational Productions Ltd., Bradford Road, East Ardsley, Wakefield, Yorkshire WF3 2JN. Markets a wide range of wallcharts and study kits.

Ford Motor Company, Ltd., Dagenham, Essex RM9 6SA. Free leaflets and visits.

The Press and Information Office, Inland Revenue, Somerset House, London WC2R 1LB. Free booklets and specimen documents.

Information Centre, Life Offices' Association, 60 Cheapside, London EC2V 6AX. Booklets (free) and study kits.

Schools Service, National Coal Board, Hobart House, Room 342, Grosvenor Place, London SW1X 7AE. Free booklets and maps.

National Savings Committee, Alexandra House, Kingsway, London WC2. Free booklets and wallcharts. Advice and equipment for running a school bank.

Pictorial Charts Educational Trust, 132 Uxbridge Road, London W13 8QU. Markets a range of wallcharts.

Public Relations Officer, Postal Headquarters, 148-166 Old Street, London EC1V 9HQ. Free booklets, information sheets, work cards and wallcharts on the history and work of the Post Office.

Education Department, Trades Union Congress, Congress House, Great Russell Street, London WC1B 1HP. Free leaflets.

Public Relations Office, Vauxhall Motors Ltd., Luton, Bedfordshire. Free booklets and visits (contact Factory Visits Supervisor).

**CURRICULUM PROJECTS**

*Economics Education 14–16.* Initiated by the Economics Association. The initial aim of the project is to collect information on the teaching of economics and economic elements within social studies courses as a basis for curriculum development. The first phase of the project came to an end in September 1977. Details from the Project Director, Economics Education 14–16, University of Hull, 21 Salmon Grove, Hull HU6 7SX.

*Schools Council Industry Project.* Duration of project, January 1977–December 1980. Information published in January 1977 gives the aim

*– continued on page 21*

## UNDERSTANDING BRITISH INDUSTRY—A STEPPING STONE TO ECONOMIC LITERACY?

**By Margaret Norman**

The Understanding British Industry Project has been set up to help teachers, and their pupils in the 13—16 year age range, become more aware of the part which industry and commerce play in the economic and social life of our country. It is not concerned with careers or recruitment but with the wider issues of 'understanding', believing that all school leavers need to have a grounding in, for want of a better term, economic literacy.

It is not planned to set up yet another new curriculum subject called 'Understanding British Industry' but rather to work through existing courses spanning the whole range of disciplines. The hope is to show teachers areas in which they could introduce relevant information about industry so that the subject becomes enhanced and topical. These examples should—wherever possible—be of a local nature and the Project will be setting up Regional Liaison Officers (RLOs) across the country whose job it will be to help teachers in this task.

RLOs will act as catalysts to bring teachers and local firms together so that schools can make use of the latter as yet another resource. In some areas it may be that a group of teachers will wish to produce some teaching material and once again the RLO will be able to assist.

The first two Regional Liaison Officers have been appointed to the West Midlands and Southern areas. They are:

Christopher Hackworth,
Birmingham Engineering and Building Centre,
Broad Street,
**Birmingham**, B1 2DB,
Tel. 021-643 2921.

Roger Thomas,
Building 25,
University of Southampton,
**Southampton**. SO9 5NH,
Tel. 0703-559122

Interviews for the East Anglia area are at present being held and others will follow in the North East, Merseyside, South Wales and Scotland.

For further information you may contact John Nisbet, the overall director of UBI.

### UBI RESOURCE CENTRE

Located in Oxford, the UBI Resource Centre, as well as assisting the RLOs in their tasks, aims to provide a national 'clearing house' for Industry/Education information.

To this end, much of the work so far has been in the collection of material issuing from industry, Publishing Houses, Associations and Institutions, which has a specific or more general bearing on that educational area which deals with Industry and Commerce or areas relating to it. Resources take the form of textbooks, booklets, leaflets, films, posters, games, kits, simulations etc. After being catalogued and classified on the U.D.C. system, a card index has been prepared which facilitates easy identification and retrieval of the material. Ultimately we hope to make available a comprehensive, descriptive, and critical catalogue of materials produced by, or about, industry and commerce.

It is hoped that groups of teachers, who have gained experience in using some of these materials in the classroom, will assist in the evaluation of existing material and possibly in the generation of new material. In addition, assistance could be given on Industry/Education panels which might be set up for the joint production of resources. (This kind of activity would also be happening on a regional basis where RLOs had been established).

Having made a cross referenced analysis of school examination syllabuses, we can provide information on syllabus content-matched material. This is in addition to matching material to less formalised subjects which would include general studies, social studies and specific projects or topics.

### SERVICES THE UBI RESOURCE CENTRE AIMS TO PROVIDE:-

1. A display of material which can be examined in the Centre.
2. Information on material in answer to written requests.
3. An advisory service on the production of materials and help for local groups of teachers producing industry-related materials or thinking of producing a local Resource Director.
4. Examples of teacher-generated Industry/Education projects.
5. Examples of national and regional Industry/Education projects.
6. Our own UBI publications on practical aspects of industry/education activities—Guide to School/ndustry Liaison, points for Speakers, Some Useful Addresses, Company Accounts and Journals, etc.
7. Information about organisations supplying services for schools.
8. Information on other organisations dealing with Industry/Education liaison.
9. UBI displays for exhibitions, speakers for conferences etc.

For further details contact'-

John Lewis,
Resource Centre Director,
Sun Alliance House,
New Inn Hall Street,
OXFORD, OX1 2QE.
Tel. (0865) 722585

### HOW UBI AND ATSS CAN HELP EACH OTHER

One of the subjects most suited to the inclusion of industry-related topics is obviously Social Studies, an area of particular interest to many ATSS members. As well as collecting material about the purely factual aspects of industry and the processes used in manufacture, we have material on the Trades Unions—some of it produced by the T.U.C. In addition we have material which refers to the

*—continued on page 32*

## STIMULATING SIMULATIONS

**By Mrs. Pam Sykes**
**Director of The Centre for Business Simulation, 63B George Street, Maulden, Bedford, MK45 2DD**

### INTRODUCTION

There has been welcome comment in recent months from all shades of political opinion and from all levels in society, from the Prime Minister downwards, calling for more *relevant* education as a contribution towards regenerating British industry. However, one relevant technique in business education in Britain remains under-utilised — that is, business simulation exercises, or 'business games'. As the essence of business subjects is that of decision-taking and as the quality of decisions made is the single most important factor in economic performance (no amount of investment will create wealth if it is misdirected!), surely this technique has a major contribution to play in education for business?

### DEFINITION

Like an elephant, a business game is easy to recognise but not so easy to define. Although there are wider definitions available (which encompass almost everything except an elephant) I would define a true game as . . .

> . . ."a simulation exercise in which an industry model is tested empirically in a competitive situation, with feedback."

The characteristics of a game are therefore as follows:

1. *"a simulation exercise"* . . . That is to say, a game seeks to represent an actual or typical business situation whereby the characteristics of the environment are expressed by way of 'rules'.
2. *"in which an industry model"* . . . The majority of games utilise a mathematical model which expresses a relationship between price, advertising quality, etc. However, it is possible for the model to be otherwise, for instance practical representation of how a product is made. The model may be of all aspects of a firm's total operations within the competitive context of its industry or it may be restricted to a single function such as industrial relations, production control, procurement or distribution.
3. *"is tested empirically"* . . . Participants make a series of trial and error decisions, each one of which should take them a little closer to understanding how the model works.
4. *"in a competitive situation"* . . . The essence of both business and of games is competition. All participants should be striving to achieve better results than anyone else against the stipulated criteria. Participants may be playing directly against one another in that the decisions made by one will have an impact upon his opponents (the 'interactive' game) or, alternatively, each participant may play alone but his results will be measured against a standard (rather like a 'time trial' in cycling).
5. *"with feedback"* . . . A 'feedback' to participants of the results and consequences of their decisions is always present. It is the sequential nature of decisions which distinguishes games from other teaching devices such as case studies.

### ADVANTAGES

The intrinsic benefit of using business games (their relevance to the decision-making process) has already been touched upon, but there are certain specific advantages to those who participate in the game:

1. Perhaps the most important characteristic is the sense of involvement which it gives to participants and this, in turn, should make them more receptive to its training messages.
2. Personal discovery of the choices which confront one in managing in business is also present. Participants will develop the analytical skills of collating and interpreting accounting and other information. The need to take decisions in the absence of full information and the meaning of taking a business risk will also be clarified.
3. Games provide the necessary mental disciplines in regard to the organisation of one's time, the allocation of priorities, thus helping to make that person a more effective contributor to his organisation.
4. The importance of stating objectives and constructing plans, forecasts and budgets for an organisation's future development is reinforced.
5. Organisational theory is demonstrated, particularly in regard to the importance of establishing an effective organisational structure and of co-operation and communication between members of a team. Games may help functional specialists to appreciate the need to take an overall (or 'generalist') view of the firm's activities.

From the point of view of the instructor or training officer who is organising the game:

1. Illustrates and consolidates management principles and techniques (including organisational theory) already referred to in lectures, etc.
2. Acts as a motivating force in the learning process, providing a change of pace and stimulating interest.
3. Highlights personality traits in the participants which would not be readily apparent during conventional education. To this extent, it may save an organisation the expense and damage of appointing an unsuitable person to a position of responsibility.

### EVALUATION

Far be it for me to underestimate the difficulties of assessing how much the participants have learned from such an exercise, but a simple technique which I have found to be effective is based on the budgeting process. By this, I mean that participants are required to forecast certain key figures (possibly sales and cash) at the beginning of each round. At

the end of the round their actual results are compared with the forecast and the variance between them is a measure of the extent to which participants understand the impact of their decisions and, thus, their understanding of the game. The movement in this variance over the course of several rounds indicates learning progress, i.e. if the variance gets progressively smaller, then the participant is making good progress.

Of course, the fact that a participant has learned how to manipulate a game's model does not, of itself, say anything about his qualifications for managing a company! The only way to establish that correlation would be to compare the career progress over a period of years of two samples of participants (those who did well in games and those who did badly). Such research would be both expensive and slow to mature and I am not aware that anyone has attempted it, yet.

## HISTORICAL CONTEXT

Simulation techniques are historically ancient, games like chess and shogi dating back thousands of years and being based on the war games developed in China and India. Modern war games was revived by the Prussians in the eighteenth century and this game, Kriegspeil, is the direct ancestor of the strategic planning games used by many national armies around the world today. It was not until 1956 that the American Management Association, in co-operation with IBM, sought to adapt war gaming techniques to business, but since then the growth of business games, mainly for training purposes, has been rapid and over 2,000 games are now catalogued in the United States alone.

## FUTURE DEVELOPMENT

The concept of using simulation techniques in business is now well established for general training purposes. The next stop must be to develop the *relevance* of games so that they reflect the features of an individual business and the interplay of competitive activity in the industry in which it operates. This would form a bridge between business theory and practice, training and operation, through the sequence of:

1. Simple generalised game (at secondary school level).
2. Intermediate industry game (at university and college level).
3. 'Bespoke company game (for corporate management development programmes).
4. Business model of company activities (for actually making decisions).

. . . thus leading to the adoption of business modelling techniques which could greatly improve the quality of decision-taking in management.

Perhaps the best way to achieve these objectives would be for a graded series of generalised games to be recognised for use from secondary school level through the post-graduate or MBA level. From these games, more specialised versions could be adapted to reflect the particular features of an industry; the latter games could, perhaps be sponsored by training boards and used by the departments in higher educational establishments which specialised in that industry. Then, individual firms within that industry would commission consultants to adapt the industry game to their own company and its immediate competitors; at this stage, the 'game' would be hybrid between a training exercise and an aid to decision taking. 'the ultimate step would be a fully developed and computerised model upon which alternative business strategies could be tested in much the same way that H.M. Treasury forecasts the impact of various hypothetical and actual economic decisions on its Macroeconomic Model of the British economy.

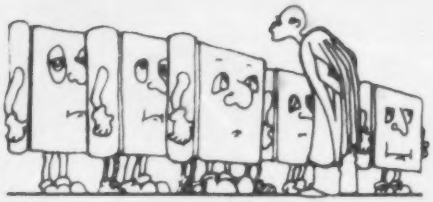
As far as I am aware, the only game which is published on this basis is 'Tycoon'. This comprises a graded series of three exercises, the simplest of which can be played by 13 or 14 year-olds, whilst the most advanced would extend a business graduate; the equipment used in the game is designed for versatility in that it can easily be adapted to simulate particular industry circumstances. However, a great deal of interest has been aroused by the concept of relevance/versatility and it is to be hoped that other games will develop further what appears to be a promising beginning.

---

*Resources for Economics within C.S.E. Social Studies by Philip negus* *continued from page 18*

of the project as introducing "into the education of young people, from the age of 14, an awareness and understanding of industry and its contribution to social, economic and cultural life." Information from Schools Council Project Information Centre, 160 Great Portland Street, London W1N 6LL.

*Understanding British Industry*. Funded by industry through an Education Foundation set up with the support of the Confederation of British Industry. One of the activities of the Project is to produce resource material on industry for the 13–16 age group. For more information about the Project in general or the resource centre in particular write to John Lewis, UBI Resource Centre, 21 Tothill Street, London SW1H 9LP.



# REVIEWS

**Reviews Editor: Stephen Moore**

**Reviewing for 'The Social Science Teacher'**

With the constant publication of new books and teaching materials in the social sciences, one of the most important services 'The Social Science Teacher' can offer is accurate, up to date reviews by teachers themselves. If you feel you could write a review of a new book, why not send one to me, and if it is good enough we will publish it. Alternatively send me your name, address, the subjects and age ranges you teach and I will put you on our list of possible reviewers for books sent to us by publishers.

Write to: Stephen Moore, Reviews Editor, 1 San Remo Parade, Westcliffe on Sea, Essex.

**CHILD'S TALK**
**By Susan Jackson and Sandy Mahon**
Heinemann Education Books Ltd. 1977.

'Child's Talk' is designed primarily as support material for courses in child development for secondary school students. Specifically the aims are:

1. To create an awareness of the relationship between language and learning and of the importance of a child's pre-school experience.
2. To provide activities for students which may help them to develop positive attitudes in their present role with young children.

The material comprises a series of slides, accompanying audio-cassette tape, a wallchart, topic cards and leaflets for pupils, a booklet on 'Communication and Language', and Teacher's notes.

The 'Child's Talk' pack offers information on a wide variety of topics including verbal and non-verbal communication of babies, helping young children to develop their language skills, appropriate activities (including nursery rhymes and songs), story books and suggestions for helping to develop and improve the sensory modalities of children. There is also a booklet intended to provoke discussion on how to deal with potentially difficult or strange social situations. The individual units are numbered sequentially, but it is possible to utilise these units out of this sequence.

Any teaching material that attempts to improve knowledge and hence skills in the manifestly complex area of human relationships, adult-child interactions and resulting child development of both welcome and laudible. The whole area of human relationships is still relatively unexplored in the curriculum of most secondary schools.

The deficiencies in this material are in the construction and presentation. A complete text or booklet would have made for easier reference and use, and perhaps greater selection could have been made of relevant information to be presented. Visually the mass of information offered does not lead to easy assimilation' it would have perhaps have been advantageous to the student to reduce word content (on both individual cards and wall-chart), and perhaps to emphasise certain points within 'ages and stages'.

Many of the line drawings also detract from the overall presentation, and some are quite superfluous to the text. They are perhaps unsuitable for the intended population – "too babyish" was the general comment of some secondary schoolboys who examined the material.

Overall, 'Child's Talk' provides and suggests topics that should stimulate discussion in the intended areas, and the 'Communication and Language' gives a clear account for teachers, of major research studies into language development and usage.

With suitable revision and improvement it is possible that the material would prove useful to both students and teachers in First and Nursery schools, and also to students following courses in Nursery nursing and general child development courses.

Alan G. Dunsdale

**SOCIALISM AND THE NEW LIFE. The Personal and Sexual Politics of Edward Carpenter and Havelock Ellis**
**By Sheila Rowbotham and Jeffrey Weeks**
Pluto Press, £1.80
Target Group: "A" Level Students

This book is really like two books in one. The first part, which is the longest, by Sheila Rowbotham is about Edward Carpenter, the second, by Jeffrey Weeks is about Havelock Ellis. Both sections give a brief account of the lives of the two men, then proceed to discuss their ideas and works in more detail. Each section is divided up by various sub-headings, possibly some of these could be used as extracts, but really they need to be read straight through to obtain a general idea of what the book is about.

## ISSUES

**John Love and Carey Edwards**

This exciting new series, designed for 14-16 year olds of mixed ability, draws pupils into full use of their language and reasoning skills as they examine various social, moral or environmental problems which arise in the fictional community of Leddersford. A storyline is developed and integrated with factual material in the form of cuttings from newspapers, magazines, laws and reports.

ALREADY PUBLISHED

**Squatters**
**Tug of Love**
**The Doomed Valley**
**Gypsies**
*Each book: £0.70*

TO BE PUBLISHED IN SPRING 1978

**Heading for Trouble**
**Shutdown**
**Pollution Threat**
**Schools**
*Each book: Abt £0.70*

## COUNTERPOINT

**Peter Moss**

Two new titles in our extremely successful series are to be published during 1978:

**Work and Leisure** *Ready Spring*

Some of the questions which Peter Moss asks in his new book are: can we define work and leisure? What factors determine our choice of work and leisure activities? How far should we be educated for both work and leisure?

**Family and Friends** *Ready Autumn*

The nature of personal relationships is examined: how do we choose a husband or wife? How are friendships made secure or insecure by outside influence? Is the role of the family still a central one?

*Each book: Abt £1.20*

## CONSUMERWISE

**Helen Turner**

Specially designed for the 14-16 year old, *Consumerwise* disentangles the often baffling consumer scene by presented the facts in a lively magazine format. Picture stories, problem pages, letters, quizzes, features and articles all explain how to use money to the best advantage. *£0.95*

Please write to our Education Department for inspection copies

**HARRAP BOOKS**

182-184 High Holborn, London WC1V 7AX

Both Edward Carpenter and Havelock Ellis were born in the middle of the nineteenth century and the majority of their work was in the late nineteenth and early twentieth centuries. Both were concerned with issues such as the position of women, homosexuality and sexual theory; all questions that are debated today but were very taboo during the Victorian era.

Edward Carpenter is perhaps the most interesting and unusual of the two. He was a marxist, having trained as a clergyman, he gradually moved towards socialism. What makes him particularly unique and relevant to today is that with a group of friends, many of whom were involved in the Sheffield socialist society, he believed that socialism was not just about changing economic relationships but transforming all personal relations. Political commitment also implied an internal change. Carpenter and others, some of whom were feminists believed that an alternative culture and way of life should be developed as well as campaigning against capitalism. Thus they sought a simpler, unconventional way of life (often in the countryside) and attempted to change the way they related to one another. A quote from Tom Maguire, a socialist and organiser of unskilled workers who attempted to live out these ideals of changing one's own personal life said:

"People call themselves Socialists but what they really are is just ordinary men with Socialist opinions hung round them, they haven't got it inside them". . . .(p.73).

Carpenter also suffered on a personal level because he was a homosexual. Although most friends and political acquaintances knew of his homosexuality (and often disapproved) he was careful to write anonymously about it as the late nineteenth century was a time of prosecution and persecution of homosexuals. He kept up a brave face outwardly, but inwardly he was often lonely and frightened. Opposition from socialists grew when he began to live openly with his lover and he became more ostracised and isolated.

Carpenter's ideas and attitudes to women are discussed, he was an ardent supporter of women's emancipation and had many feminists as friends. As a political activist, he toured the country speaking at various meetings. He was the author of several books and pamphlets. Throughout his life he was sceptical about a socialism that only demanded a change in the means of production, thus he was suspicious of groups such as the Fabians. His own position inclined him more towards Kroporkin's anarchism although he was close to the Independent Labour Party.

The section on Havelock Ellis is much shorter. Ellis was not an activist in the sense that Carpenter was, although he supported various sexual reform agencies and the birth control and abortion campaigns. But his main interest was exploring personal relationships and ethical concepts rather than organising political campaigns.

Ellis believed that man's human nature was basically good and had been distorted by capitalism. He did a great deal of work on homosexuality. He popularised the use of the word "homosexual" as until then most words for homosexuality were associated with sin or disease.

Homosexuality was seen by the Victorians as a threat to the stability of the family. In 1885 an Act was passed against homosexuality and many prosecutions followed, including the famous trial of Oscar Wilde. In 1892, Ellis and a poet Symonds wrote a study of sexual inversion. It was published after Symond's death in Ellis's name and was later used in a court case by the police to prosecute a sexual reform society. However, after publication many homosexuals wrote to Ellis for advice and he was able to reassure them.

Other subsequent studies by Ellis, drew on anthropological, historical, religious and literary sources to show that homosexuality had always and everywhere existed and although he thought it was innate. He argued for the law to be changed, and asserted that homosexuality should not be regarded as a problem. Ellis also discussed lesbianism but not in great detail.

In an age when all conversations and thoughts about sex meant to be repressed, Ellis asserted that sex should be enjoyed and should not just serve the utilitarian function of procreation. He was a believer in eugenics (selective breeding) and as his interest in this increased, his ideas became more reactionary; he became a defender of the Victorian family, that he had initially attacked.

The main difficulty is that although it is fairly simply written, the section on Edward Carpenter particularly is rather difficult to follow. The book is brief, in some ways the subject matter is rather too wide to be discussed in a book of this length. Consequently, it jumps from one topic to another in a somewhat sketchy manner without having any real thread of continuity. Possibly this could have been avoided by concentrating on Edward Carpenter himself and not deviating by discussing his friends and acquaintances in so much detail.

Nevertheless, this is a book that advanced level students of sociology should be encouraged to read. Not because it is history, although certainly the biographies of the two men make interesting reading, but because these two men discussed ideas that are important in sociology today. The section on Edward Carpenter is particularly interesting because of his insistence that socialism meant transforming personal relationships as well as changing the ownership of the means of production. The book does not really analyse how the movement around Edward Carpenter emerged i.e. what were the social conditions of the time? But it does demonstrate that the split between the worlds of politics and that of inner experience did not always exist. As Sheila Rowbotham points out, certainly the occurence of this "split" where personal relations got severed from politics needs to be analysed in relation to the history of socialism and changes in capitalism. This is one of many points

# A DESIGN FOR LIVING
## The Childwall Project

1. Responsibilities of Adulthood
2. Understanding Children
3. The World of Work
4. Living Today
5. The World Around Us

Many average and below average ability pupils in their last two years at school have already benefited from this now famous Social Studies course. They have found the subject areas, each presented as an individual kit with modern and lively material, relevant to their future.

The tapes, filmstrips, spirit duplicator masters and ancillary support material provide both variety and interest which a teacher can easily exploit. Indeed, with the basic material so well planned, teachers have greater freedom than usual to suit the special needs of their pupils.

Each of the five kits is now available at a specially reduced price. Please complete the coupon for further information or specimen material.

E.J. Arnold & Son Ltd., Publishing Division, Butterley Street, Leeds LS10 1AX.

*Please send me further details of the Childwall Project Special Offer* ☐

*Please send me specimen material from the kit titles I have ringed* ☐

Name _____

School _____

Address _____

_____

_____ SST/C1

**EJ Arnold**
Educational Books

arising from the book that could be debated with students.

Rachel McCracken

**THE CHILD'S ACQUISITION OF LANGUAGE**
**and**
**LANGUAGE NEEDS OF MINORITY GROUP CHILDREN**
**Both by June Derrick**
Published by the NFER Publishing Company, 1976 and 1977
Target Group: Parents, teachers, educational administrators.

The emphasis in both these 50-page reports is on the need to *teach* English: their author discusses, with great clarity, the case for concern is with native speakers and their early language development; in the second, her subject is the situation of minority group children in Britain and their peculiar language needs (intermittent reference is made to multilingual situations in other English-speaking countries). Neither report presupposes an acquaintance with technical terms or with the standard literature.

Already by the age of 3½ or 4, it is possible to detect both the "linguistically advantaged" and the "linguistically disadvantaged" child. In *The Child's Acquisition of Language* June Derrick sets out to explore both the justification of such labels and their consequences, and is particularly concerned with the case of young children who appear to observers to be linguistically unfavoured. She devotes her first chapter to language development up to this age, drawing principally on the work of Lenneberg, Menyuk, and Roger Brown. This is all wellknown ground and there are no real conclusions: none, at least, that might dispel the belief that (as Lenneberg wrote way back in 1965) "the whole procedure is still a complete mystery"—this, despite the libraries of literature on the subject.

Chapter 2 is on the mother's role in the process;in particular, the author stresses the way the mother fosters *"the functions language serves in the child's life"*—and not only his control of phonology, grammar and lexis, and the pleasure he derives from using his language. This is surely the right emphasis now.

Mentioning Katherine Nelson's distinction between "object-oriented" and "self-oriented" uses of language, Derrick notes of the children studied by Nelson: "The perceived function of language seemed to influence its content and the growth of its complexity from the very earliest stage" (p. 24). This conclusion—confirming one's intuitions— has clear implications for the educationist, implications which the author takes up in the next chapter, in a discussion of intervention in early relational situations in nursery school and home. This vast subject, treated here in 14 pages of skilful compression, presupposes, in one of its commoner senses, the social desirability of the mastery of standard language forms. It is undeniable that the acquisition of language functions should be encouraged as long as their active knowledge is considered a vital social skill.

Differences in the way children use language already appear at the early one-word-utterance stage, and we have to acknowledge that "in the long term . . . restrictiveness is bound to relate to educational success" (p. 27). Derrick reviews some of the more serious attempts to grapple with dialect and code, and there are useful, though necessarily brief, notes on, *inter alia*, Bernstein, Labov, Hess and Shipman, Tough (a favourite), and the Plowden, the (American) Coleman, and the EPA reports. What she says about them should inspire the newcomer to take up his spade and delve.

The Blank and Solomon conclusion that "the main factor in disadvantaged children's lives (is) a lack of 'an on-going elaborated dialogue' with an adult" (p. 35) is examined in this and the next chapter, where Derrick moves on to discuss language policy in early education. The importance of the fostering role of the adult, combining "the advantages of both the structured and child-centred approaches", having been demonstrated, needs to be examined in greater detail. For the case of intervention in this sense, as for several other matters, Bullock "has possibly drawn a blueprint" (p. 41). The author concludes her report with an introductory reading list of eight indispensable works and a useful bibliography.

June Derrick takes Bullock as her starting point in her other NFER volume, *Language Needs of Minority Group Children*. This is clearly of less general interest than her other report, noticed above, but is equally readable and instructive, and, certainly to educators and educationists in multiracial urban areas in Britain, its theme is no less important. It has four chapters and a 68-item bibliography.

As Derrick notes, the Bullock report (1975), entitled *A Language for Life*, "includes a fairly brief statement on the teaching of English to children 'from families of overseas origin', and touches on the minority groups". Her aim is "to expand n these twin issues, relating them to the broader questions of policy in the education of minority group children and highlighting some of the areas where action and/or research seem to be called for" (p. 1). In the first chapter she surveys official opinions and attitudes from the late fifties onwards. Her survey, though necessarily concise, will be extremely useful to the uninitiated, who are shown how attitudes have ranged from early advocacy of integration to the present awareness in the English-speaking world of the need for their societies "to become pluralistic rather than monoethnic" (p. 12) — from a belief in submergence to tolerance of cultural diversity.

Chapter 2 discusses the state of the teaching of English as a second language in British schools. It briefly considers the methodology, particularly the innovatory and successful *Scope, Stage 1* of pluralism; the need for teachers to "adopt a

*Coming in Autumn 1978*

# Handbook for Economics Teachers

David J. Whitehead

This is an indispensable practical manual for economics teachers in schools and colleges of further education. It provides practical suggestions and is thus complimentary to existing books on teaching economics which tend to concentrate on the theory.

The Handbook contains detailed accounts of what has been tried out by teachers in schools (including teaching methods, simulation exercises and games), and outside (for example, field studies, factory visits and economic trails). Parts One and Two cover the 13-16 and 16-18 age ranges respectively. Part Three deals with resources, assessment and organisation.

**about £6.50**

# Economics in Action

David Christie and Alex Scott

An excellent O level text on economic principles which can also be used for starting economics in the sixth form.

" Each chapter demonstrates that economics is a subject to be applied to the real world, and the problems at the end of each chapter repeat that lesson. The book teaches microeconomics very well. The book can be strongly recommended as a clear, simple and analytical text."

*Times Educational Supplement*

**£1.95**

# Britain and the European Economic Community

D. E. S. Lewis

This book considers the effects Britain's membership of the EEC is having on trade and the movement of labour and capital. In addition, it provides a concise introduction to the various forms of economic integration and explores the basic theory of customs unions, as well as looking at the common policies which are being pursued by the Community.

*Studies in the British Economy*

**£1.40**

*Write for a 1978 economics list to:–*

**Heinemann Educational Books,**
48 Charles Street, London W1X 8AH.

deliberate policy of intervention" (cf. Bullock), the problems that arise when attempting to develop language skills beyond the initial stage, and the lack of research into attitudes and motivation; and methods of measuring achievement, with an evaluation of the tests developed by the NFER, in particular.

Chapter 3 examines the situation of the non-English-speaking infant pupil in Britain. The policies, projects and materials developed by Bradford LEA are used as a well-chosen springboard.

In defending the use of formal language schemes, Derrick points out that there is "very little in our education, and in teacher training, that gives us anything like an awareness of 'what language is and what language does'," and rightly suggests that teachers need help in gaining "the necessary knowledge and insights (p.41). She points to the failure of most teacher training courses to develop specific language-teaching skills – skills which teachers of all subjects and levels would ideally acquire.

In the final chapter the author considers the (again, ideal) objective of promoting biculturalism and bilingualism in our schools. The American experience is instructive: "The children of minority groups are often seen to be underprivileged and tied to a relentless cycle of economic and social deprivation, underachieving at school and later in the job market . . . but they do not fail simply because of their deficiency in English; they fail too because their own self-concept is under attack in an educational system which devalues the culture and language of their parents and community" (p. 47). To remedy this, De Silva has seriously proposed that, in a homogeneous minority group class, subjects should be taught in the pupils' native tongue, with no English being taught at all – the language being acquired "in peer-group interaction". This might well solve some of the problems of the teenage immigrant, who would otherwise receive relatively little schooling in Britain, though it is claimed that even the very young non-English speaker could benefit both emotionally and socially from such a scheme.

After a note on LEA provisions of language classes, there is an important final section on language loyalty among minority groups, which indicates the depth of our continuing ignorance of the parents and their children, of their languages and cultures, of their attitudes, beliefs and wishes, and even of their numbers and locations.

June Derrick's two little books are highly readable, up-to-date and thought-provoking guides, providing useful historical perspectives and reliable commentaries on the present state of play. While they could be considered required initial reading for budding sociolinguists, they cover issues potentially important to all British teachers concerned about intra- and cross-cultural communication.

Martin Murrell
College of Technology, Southend-on-Sea

## 'THE FRAGMENTARY CLASS STRUCTURE'
**By K. Roberts, F.G. Cook, S.C. Clark and E. Semeonoff**

Heinemann 1977
Target Group: Teachers/lecturers

One of the most difficult areas to teach, is that of social class. Sociologists themselves appear to be confused, with innumerable books being published, each adding some new element to the area, and yet in the end we all use the manual/non-manual division as the line between the middle and working classes. It seems, from the comments made by the A.E.B. examiners, that most students believe (because they have been taught?) that all the middle class receive higher pay, vote Conservtive, have a common set of values, similar leisure patterns, and so on, ad nauseum. The working class, apart from a small 'affluent sector', are all linguisically deprived, solidaristic in their industrial attitudes, and, with the exceptions of some deviant 'deferentials', vote Labour. Once these 'facts' have been learnt, the more perceptive, or awake, students point out that they know plenty of middle class/working class people who do not conform to our neat generalisations. I suspect most of us mumble in reply something to the effect that all categories have one or two exceptions. It seems that if any of my colleagues want to bait me, they start asking me to explain the class position of clerks versus plumbers, or the two hundred and a week brickie, they just read about in the [illegible].

Fear not! We have some form of answer at least; unsatisfactory and incomplete, but nevertheless a book which takes as its central focus the complexity of social stratification. The authors of 'The Fragmentary Class Structure' state three objectives in their preface: the presentation of their survey, secondly, 'to advocate develop, refine and illustrate the use of the class imagery concept in the study of stratification' and thirdly 'to interpret certain currents of change in contemporary British Society'. They fulfill these three criteria, though regretably not in adequate detail.

The survey, which was of 474 employed men in Liverpool revealed an interesting number of divisions within the social classes. The main argument of the book is that objectively there are still distinct differences on average between the non manual and manual groups in our society. However, subjectively there are quite wide divisions within each class, and more noticeably within the middle class. The primary objective division is that, on average, the white-collar workers earn more, and receive substantial fringe benefits, when compared to the manual workers. yet the authors note that there always has been a substantial overlap in wage levels between certain sectors of the manual and non-manual classes. But what became apparent from the survey was that the middle class was divided into various identifiable groupings, most importantly the 'new radicals', the 'bureaucrats', the 'professionals', and the 'white collar proletariat'. Roberts et al point

# society TODAY

is a new magazine designed for students of sociology and similar subjects.

Sold direct to schools and colleges.

It presents up to date articles on current sociological ideas and investigations.

is a new magazine designed for students of sociology and similar subjects.

Sold direct to schools and colleges

It presents up to date articles on current sociological ideas and investigations

Themes have included

**class**
**the two sociologies**
**cultural difference**
**labelling theory**
**the family**

SOCIETY TODAY does not take the social world for granted. It looks at the theories that underlie the "facts".

SOCIETY TODAY in concerned with popular knowledge; it uses newspaper cuttings, advertisements, packaging images and much visual material ç

SOCIETY TODAY has a regular column on statistical information

SOCIETY TODAY is available for its readers to write in. There is a regular Feedback page, and we invite articles and book reviews from teachers, students, groups of students, or indeed anyone else who has something to contribute

Published fortnightly during term time

For details of the subscription schemes write to
Jim Watts
2613 King's Reach Tower,
Stamford Street,
London SE1 9LS

out that the middle class is an amalgam of quite disparate groupings, which range from strong Labour Party supporters at one extreme, usually those who have experienced higher education, through to the 'compressed middle class' at the right of the political spectrum, who usually own their own businesses. Bureaucrats and professionals as distinguished by the authors need no explanation. Finally, the white collar proletariat are those employed in low skill, routine, white-collar positions who have a work situation similar to the working class, and view themselves as working class.

The divisions in the working class are not so clearly traced, although an interesting discussion of the embourgeoisement thesis is given in chapter three, which suggests that it is unlikely ever to take place on a large scale. But the divisions in the working class are explained primarily by the various outcomes of the clash between the workers day to day experience and the dominant ideas of the superordinate classes which legitimate inequality and their own privileges. This argument is clearly explained in chapter five.

The fragmentation of the class structure as seen by Roberts et al. lead them to make a few interesting points on the future of politics, most importantly that it is the Conservative Party who lack a secure political future in that the working class Tory voters are not seen as a sound political base, whereas the Labour voting middle class is, if anything, more solidly pro-Labour than the bulk of the working class. The authors believe that with the increasing diffusion of higher education, the middle class Labour vote will continue to grow. On the other hand the working class Tory voter they believe will decline. It is worth noting that their survey revealed no evidence to confirm the existence of the mythical 'deferential voter'. Another finding of interest deriving from the fragmentation of the middle class, is the confirmation of the divorce of the leaders and activists in the Labour Party from the mass of the working class. In one sense there is no longer a working class party, rather a middle class dominated party seeking to represent the perceived economic interests of the working class.

But the authors are not content solely with describing the existence of various sub-groups within each class, they go further and relate them to a fairly wide variety of topics that one would normally expect to cover at 'A' Level, and to some extent 'O' Level. The book covers definitions of class, the embourgeoisement thesis, social mobility, class consciousness, and politics – not bad in two hundred pages! But perhaps what is most useful for many teachers is that at the beginning of each chapter the authors briefly give an informative overview of the state of sociological discussion on the subject matter of that chapter, as a consequence their survey findings fit neatly into context.

Any criticisms? Well perhaps it would be unfair to ask anymore from the authors, they set out their aims at the beginning of the book, and adequately fulfill them. However, much of the book is really a summary or confirmation of arguments well known to most teachers, and their survey tends to confirm rather then explore. After all, the authors still leave us with the manual/non-manual division as the main criteria of stratification in Britain, and anyone who has studied sociology knows there are other divisions, but all we argue is that they are ultimately of less importance than the manual/non-manual cleavage.

But overall, this is a useful book for teachers of Sociology and Politics, as much for its summary and comments on the current sociological debate on stratification as its original survey material.

Stephen Moore
Southend College of Technology

**A NEW WORLD FOR WOMEN: STELLA BROWNE – SOCIALIST FEMINIST**
**By Sheila Rowbotham**
**Pluto Press, £1.50, 1977.**

"Abortion must be the key to a new world for women, not a bulwark for things as they are, economically nor biologically. Abortion should not be either a prerequisite of the legal wife only, or merely a last remedy against illegitimacy. It should be available for any woman, without insolent inquisitions, nor ruinous financial charges, nor tangles of red tape. For our bodies are our own."

So wrote Stella Browne, a socialist and feminist, in 1935. Sheila Rowbotham has written a fascinating book about the work of one of the important contributors to the development of the British womens movement. Stella Browne fought all her life for the right of women to control their own bodies and enjoy their own sexuality; but she saw this struggle for womens liberation as an integral part of a more wider social and economic struggle for the liberation of men and women.

Stella Browne found hostility not only from the political right but also the left. The earlier versions of SPUC and fellow travellers were very vociferous as they are today. But the left opposed birth control in the early years of the century as a reaction to the politics of the pro contraception lobby. For many of the supporters of the birth control campaigns in working class areas did so for eugenic reasons. The left did not take up the issue of a womans right to control her own body, and thus Stella Browne found herself vilified by both the left and right.

Rowbotham's book documents how working class women throughout the country demanded contraceptive knowledge, and Stella Browne's meetings, both when she was in the CP and Labour party, were packed. Indeed this points to one of the great gaps in our knowledge of the left at this period.

Rowbotham documents how all the meetings held on the issue of birth control were well attended, and how new women members in the CP were encouraged to control their own fertility – thus suggesting that "the women question" was discussed by the left. However if we examine the



80

Marxist literature of this period there is nothing on this area. Indeed one of the questions this book raises is the way that it is only now, with the growth of the womens movement, that the left is turning to a discussion of sexuality and sexual relationships, something Stella Browne pioneered.

One of the problems of this book is it raises, at least it did for me, more questions than it answers. After finishing it I felt I wanted to know more about the development of Stella Browne's ideas (not touched at all), much more detail on the reaction of the left and right to the ideas she raised, and how Stella Browne's work relates to the modern womens movement. It is a very brief book – (is Sheila Rowbotham taking on too much?). It is fantastically easy to read, and really interesting – but perhaps only to those commited to the womens movement. There are two very interesting appendicis which reproduce two articles of Stella Browne's – ("The Sexual Variety and Variability among Women": 1915, and "The Right to Abortion": 1935) – both are relevant, and eminently readable now. I will recommend this book to all my students who have more than "a sociology exam" interest in the womens movement.

Helen Lentell
Grantham College For Further Education

**CATCHING THEM YOUNG/SEX, RACE AND CLASS IN CHILDREN'S FICTION**
**By Bob Dixon**
Pluto Press Ltd. £1.80, 1977
Target Group: "of use to all those interested in fiction written for children".

As an overall comment, this book could be useful for students of 'O' and 'A' Level Sociology and their teachers; plus social studies, English literature and General Studies teachers, who are interested in the dissemination of knowledge and ideas in society.

The book is divided into three sections corresponding to those in the title. The first section on Sex Stereotypes was of least interest. This was mainly due to the fact there does not appear to be a great deal of new ideas or information in this. Nevertheless it may be of value to an 'O' or 'A' Level student studying such Stereotypes. It has some very quotable passages in this section however, from quite a large range of literature in terms of age range and country of origin. One good point of the whole book is that he does not confine himself to British children's literature. Unfortunately his style of writing was rather condenscending in this part which might detract from the good points of the section.

The next two sections were of more interest and better written. The first of these on Class has a section on Class and Language dealing with Bernstein's views once again and his critics. Quite a lucid section, but one that does not offer all that much new to the reader with a sociological background. In this section as in the first, there is a wide selection of books that are quoted and I agreed with most of the author's comments on these books. Many of these quotes would be useful in stimulating discussion in class, particularly his last example: E.W. Hildick's "Jim Starling Takes Over" where a local businessman comes to talk to 3B about making money – " a straightforward lesson in the workings of a capitalist economy for children in early adolescence"!

The section on Racism tends to merely scratch the surface of the work that needs to be done in this area, particularly in Britain, it has already begun in American Literature. Enid Blyton, rightfully, comes in for some severe and useful criticism from the author and here too, his selection of quotes could be usefully employed to begin discussion; especially from "The Little Black Doll" by Enid Blyton.

It was interesting to note that at the beginning of the book the author mentions some publishers who refused to give permission to use extracts from their books, notably illustrations. One letter stated, "we are rather sensitive about Noddy's publications outside our books, since in the past he has on a few occasions been the subject of somewhat irreverent exposure"! Maybe they have already realised the potency of their material in forming ideas and do not wish it to be undermined. At any rate as the author says they are seeking to curtail debates on this matter, which raises the question, Why?

The author's intention in writing this book is of course to show this potency and to criticise the paucity of ideas which children receive through their literature. He also wishes to enlarge the variety of these ideas and he points out new material which does try to do that in all three sections.

At the end of the book is a recommended Book List of reading for children of various ages and these books go some way towards achieving the author's aims for children's literature. If I had children, I would seriously consider these books before buying so-called standard children's classics.

Altogether, a competent book on a difficult and far-ranging subject.

Lorraine Judge

*Economics in the Integrated Course: A Suggestion on Race Relations by Alan Rawel – continued from page 11.*

approaches have their limitations, particularly in encouraging a social awareness among our students. Yet economics can provide the material to fill this particular vacuum.

**REFERENCES**


1. P. Morris: 'The Economics component of a Non-Specialist Course for Young School Leavers – Some Suggestions', *Economics*, Autumn 1977.
2. L. Robbins: 'The Teaching of Economics in Schools and Universities', *Economic Journal*, 1955 LXV; cited by D. Whitehead: 'Should Economics be taught to all secondary pupils?' in "Extending Economics within the Curriculum" RKP (1977).
3. For example, JMB Social Science 'O' Level for 1979, Proposed AEB Integrated Social Science 'O' Level; East Midlands Regional Examining Board Social Studies.
4. See D. Whitehead op cit; page 53.
5. P. Morris op cit.
6. D. Whitehead op cit p. 54.
7. Ibid.
8. JMB Syllabus for Social Science op cit.
9. For example, Peter Walker in various issues of the *'New Statesman'*.
10. Peter Hall: 'The Inner Cities of Dilemma', *New Society* 3rd February 1977.
11. John Berger and Jean Mohr: 'A seventh Man', *Penguin* 1975.
12. Edward Nevin: 'The Dilemma of Distribution Theory', *Econ. Assoc.* 1977.
13. A.R. Prest and D.J. Coppock (eds) 'The UK Economy: A Manual of Applied Economics' (6th Edition, 1976) p257ff.
14. "Other things being equal" or ceteris parebus the economist's annoying habit. See D.P. O'Brien 'Whither Economics?' in Economics, Summer 1975 . . . "An economist, an engineer and a chemist were stranded together on a desert island with a large tin of ham, but no tin-opener. After various unsuccessful exercises in applied science by the engineer and the chemist aimed at opening the tin, they turned in irritation to the economist who all the while had been wearing a superior smile. 'What would YOU do?', they asked. 'Let us assume we have a tin-opener', came the unruffled reply.
15. Prest and Coppock, o cit.
16. Jeremy Bugler: 'Towards the No-Growth Society', *New Statesman* 11th March, 1977.


---

*Understanding British Industry – A Stepping Stone to Economic Literacy by Margaret Norman continued from page 19.*

wider economic and social aspects of industry, e.g., the environment, the earth's resources and problems connected with energy consumption. These and many others could be useful to those teaching Social Studies.

It would be of obvious value to have feed-back from teachers using any of these materials. If an understanding of British Industry and associated topics continues to expand within the curriculum that will in itself create a need for new material as gaps or inadequacies in available material become apparent. It is in identifying these gaps and in the evaluation of materials that teachers can be of great help.

Available material is not always exactly suited to the needs of pupils. Where the vocabulary or conceptual level is inappropriate to these needs, modifications will have to be made. The same material may lend itself to different uses. Where questions like these arise teachers might find it useful to pool ideas and perhaps even resources . . .

Where contact with local industry is made and various educational activities result it could be valuable to let others know the kind of thing you do. We have some examples of the fruits of such activities, including individual projects, in the Resource Centre. Individual teachers or the ATSS Industry Study Group might like to send additional samples to UBI so that other teachers could look at them.

If you have any ideas you would like to put forward, or if you think we can help you in any way, please do not hesitate to contact us at our Oxford address.

*ATSS News – TV and Radio – continued from page 7*

**"Politics – what's it all about?"**
GRANADA TELEVISION SCHOOLS SERIES
"Politics – what's it all about?" is a series of six, twenty minute, programmes for the 15+ age group and is designed to introduce students to some central political concepts. Conflict resolution, decision making, resource allocation and choice, representation, power, toleration, violence, are examined by using a variety of case studies such as the problems of Liverpool and Manchester, the work of shop stewards and M.P's, pressure group activity, trade unions. The programmes are self contained rather than part of a sequence and are largely directed at those studying Politics in their last year of school, in Sixth Form General Studies, or as part of Liberal Studies in colleges of further education. However C.S.E. and O Level students taking courses with a Politics element should find that the programmes will deepen their understanding of the subject by providing visual material to back up their work in the classroom.

This is the first schools television series produced specifically for Politics education and aimed at a 15+ audience who may have little background in the subject. It can only be a stimulus, an additional aid, for teachers but it should provoke a great deal of discussion and argument in the classroom. The booklet produced for the series contains a summary of the programmes as well as follow up material and suggested exercises and we would be very pleased to hear the views of teachers about the series itself. The programmes are scheduled to be shown in April and May 1978.

D.P. Gabriel.

**PROJECTS 8–13 Spring and Summer 1978**
If you are planning a project on any of the topics given below, you might find it useful to know which series contain programmes to help initiate, highlight or expand your theme.

The list below tells you the series, the terms and how many programmes relate to the topics. please refer to the termly timetables or the 1977–8 Annual Programme for details of programme content and dates of broadcasts. Further details are in teacher's notes.
R – Radio TV – Television

**People on the Move**

| | |
|---|---|
| Travelling People | Spr R 5 progs |
| Living Language | Spr R 2 |
| Exploration Earth | Spr R 3 |
| Near & Far | Sum TV 3 |
| Exploring Scotland | Sum R 3 |
| Listening & Writing | Spr R 2 |

**The Family**

| | |
|---|---|
| Near & Far | Sum TV 3 |
| Scan | Sum TV 2 |
| Man | Sum R 6 |
| Living Language | Sum R2 |

**The Victorians**

| | |
|---|---|
| Out of the Past | Sum TV 3 |
| History in Evidence | Sum R 8 |
| History: Not So Long Ago | Sum R 8 |

**BBC SCHOOL BROADCASTS**

BY THE PEOPLE, FOR THE PEOPLE
Age 14–17 Mon 9.45–10.05 Radio 4 VHF
This series of 10 programmes aims to stimulate interest in the democratic machinery and processes of government in Britain at both national and local levels, and asks how far the needs and opinions of ordinary people can find expression through them.

The approach uses a variety of techniques, including dramatisation and interviews with people active in politics today.

9 Jan
**Why Doesn't Somebody do Something?**
A look at community politics

16 Jan
**Planning Application**
A closer look at local councils

23 Jan
**On the Knocker**
How candidates are chosen and elections fought

30 Jan
**Members of Parliament**
The duties of an M.P.

6Feb
**It's the Law!**
The progress of a Bill through Parliament

13 Feb
**The Minister**
The work and life of a Cabinet minister

20 Feb
**Government Decision**
How Government relates to Parliament

27 Feb
**Current Issue**
About whatever is in the news at the time

6 March
**A Community of Nine**
Our position in the EEC

13 March
**Are you Represented?**
Some conflicting views about the system

A 16-page handbook accompanies this series, containing suggestions for research pupils may do for themselves. (Consultant: J.S. Sutton, Chairman of the Politics Association). It can be ordered NOW ON A CASH WITH ORDER BASIS ONLY. Price 26p from BBC Publications, P.O. Box 2345, London SE1 3TH.

## ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

| | |
|---|---|
| President: | Professor G.T. Fowler, M.P. |
| Chairman | Chris Brown, Lecturer in Education, West Midland College, Walsall. (Home: 19 Mandeville Gardens, Walsall, WS1 3AT. Tel: Walsall 25388). |
| Secretary: | Helen Reynolds, 15 Serpentine Road, Harborne, Birmingham 17. Tel' 021-426 1777 |

The Association aims to promote and develop the teaching of the social sciences, both as separate disciplines and in an integrated form, at primary, secondary and tertiary stages of education; to produce and disseminate appropriate teaching materials and advice on teaching methods related to the social sciences; to provide opportunities for teachers and educationists to meet for discussion and the exchange of ideas.

Activity is mostly focused at local levels to encourage maximum membership participation. Branch meetings (unless otherwise specified) are open to any interested person but where an admission charge is made, non ATSS members will be charged at a higher rate.

---

## THE SOCIAL SCIENCE TEACHER

| | |
|---|---|
| General Editors: | Roland Meighan, 7 Green Lane, Birmingham B43 5JX. Tel: 021-357-6603.<br>Frank Reeves, 9 Oak Street, Wolverhampton. Tel: 0902 29166. |
| Reviews Editor. | Stephen Moore, 1 San Remo Parade, Westcliffe on Sea, Essex |
| Business Managers: | Margaret and Rick Bradbury, The Old School House, Much Cowarne, Herefordshire. Tel: Burley Gate 317 |
| Circulation Manager | Hazel Sumner, 2 Meadow Croft, St. Albans, Herts. Tel: St. Albans 50989. |
| Edition Editors: | Editions of **Social Science Teacher** are produced in a variety of ways, including volunteer teams, panels, groups within A.T.S.S. or by the General Editors. |

**The Social Science Teacher** is the journal of the Association for the Teaching of the Social Sciences, an association of teachers of the social science disciplines (sociology, anthropology, economics, politics and psychology) in the primary, secondary, tertiary and higher sectors of education.

The journal provides an information service for social science teachers, and it contains news items, letters, articles, reviews and advertisements. Common themes include the theory of teaching the social sciences, teaching methods, latest ideas on the field of social science, teaching notes and reviews of books curriculum projects, and visual aids, etc.

**The Social Science Teacher** is issued free to members of the Association (50p an extra copy), is 75p to non-members, and is published five times a year.

Advertising rates are available on application to the General Editors.

---

Printed in England by Sidmouth Printing Works.

ISSN 0309 7544

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

# THE SOCIAL SCIENCE TEACHER

CONTENTS


| | | Page |
|---|---|---|
| Editorial | by Mike Sallnow | 1 |
| A.T.S.S. News | by Helen Reynolds | 2 |
| Correspondence | | 11 |
| Articles: | 1. Anthropology in the Classroom: Problems and Payoffs by Megan Watts and Richard Whitburn | 7 |
| | 2. Anthropology in 'O' level Sociology by Joan Bulmer | 9 |
| | 3. Social Anthropology for General Studies by John Corlett | 12 |
| | 4. Anthropology in a PGCE Course by Brian Street | 16 |
| | 5. O and A Levels in Anthropology? by Michael Sallnow | 19 |
| | 6. The Social Construction of Ethnic Identity — Everyone Has Scripts by Edith King | 21 |
| Reviews | edited by Stephen Moore | 26 |
| Resources Exchange | | 32 |
| Briefings' No. 12. Organising a Social Sciences Resources Bank pull-out centre pages | by Roland Meighan | |


ANTHROPOLOGY TEACHING

VOL.7 NO.4 APRIL 1978 PRICE 75p

85

# NELSON ANNOUNCE
## A new A level Sociology Text

# Perspectives on Society:
**an introductory reader in sociology**

**General Editor: Roland Meighan**
**Co-editors: Ian Shelton & Tony Marks**

This book considers topics from a variety of sociological standpoints, largely ignoring the structuralist/functionalist view. Many committed and critical papers have been included, with the aim of stimulating sociological interest and imagination. Throughout, preference has been given to teacher written and teacher selected material.

**Contents**

**Theory and Methodology**

| | |
|---|---|
| Paper A | Structural-functionalism |
| Paper B | Conflict-structuralism |
| Paper C | Building society through interaction |
| Paper D | Facts and Figures: Uses and Abuses of Statistics |
| Paper E | Questions and Answers |
| Paper F | Joining In |
| Paper G | Experiments without rats |
| Paper H | Listening to Conversation |
| Paper I | Neutrality and Commitment |
| Paper J | Scarecrows and Supermen |

To be published in September
Paper 0 17 448101 2 £2.50

**A Fresh Look at some Old Themes**

**Education**

| | |
|---|---|
| Paper A | A Marxist Approach |
| Paper B | A Phenomonological Approach |
| Paper C | An Interactionist Approach |
| Paper D | A Pupil's View of Schooling |

**Family**

| | |
|---|---|
| Paper A | A Marxist View |
| Paper B | A Women's Movement View: a Phenomenological View |
| Paper C | An Interactionist Approach: Territory and Marriage |

**Community**

| | |
|---|---|
| Paper A | A Footprint in the Sand: Black exploration of the White community |
| Paper B | A Conflict Approach to Community |
| Paper C | A Closed Community — The Masons |

**Demography**

| | |
|---|---|
| Paper A | Age and Generation |
| Paper B | Race/Ethnicity |

**Some Newer Themes**

Pairs of articles, one giving an overview, the other a case study/example.
Development Gender Age Stratification
Medicine Knowledge

Nelson Published by Nelson in conjunction with A.T.S.S.
Thomas Nelson & Sons, Lincoln Way, Windmill Road, Sunbury-on-Thames, Middx

**THE SOCIAL SCIENCE TEACHER**

Journal of the Association for the Teaching of the Social Sciences Vol. 7, No. 4

'Anthropology Teaching'

Edited by Mike Sallnow

(Published by A.T.S.S. Copyright A.T.S.S. 1978)

## Editorial

Since the appearance five years ago of the last SST devoted to social anthropology in the classroom, the subject has made many more incursions into curricula in schools and colleges of further education. The articles in this issue examine some of these incursions. Between them the contributors cover the broad spectrum of secondary and further education, as well as teacher education, showing the specific contributions which anthropological ideas and materials can make to a variety of subject areas at each level.

A number of guides to anthropological resources are now available, and are cited in some of the bibliographies. Rather than duplicate the information contained in these guides, the present contributors lay emphasis on the practical problems of classroom anthropology, drawing on their experience of actually using anthropological resources in their teaching.

Some general points emerge from their accounts. The first is that there is still a need for reliable, classroom adaptations of ethnographies. In order to meet this need at the lower/middle secondary level, the RAI/ILEA 'Land and People' project has just been published. The second point concerns the usefulness and versatility of ethnographic film in the classroom. Here the teacher is well served, for there are a large number of recently made films of high quality in both the technical and anthropological senses. Such films, as one contributor points out, offer the students the next best thing to anthropological fieldwork, though he stresses the need for careful preparation and follow-up work.

The third point concerns the future of schools anthropology. How should the subject be fitted into the existing formats of GCE and CSE syllabuses? The last article takes up this issue and argues in favour of an integrated social science syllabus rather than separate subject status for anthropology.

The debate relating to schools anthropology has now shifted from the question of 'whether?' to the question of 'how?'. The articles that follow offer some personal contributions to this debate.

M.J.S.

---

**CONTENTS**


| | | Page |
|---|---|---|
| Editorial | by Mike Sallnow | 1 |
| A.T.S.S. News | by Helen Reynolds | 2 |
| Correspondence | | 11 |
| Articles: | 1. Anthropology in the Classroom: Problems and Payoffs by Megan Watts and Richard Whitburn | 7 |
| | 2. Anthropology in 'O' level Sociology by Joan Bulmer | 9 |
| | 3. Social Anthropology for General Studies by John Corlett | 12 |
| | 4. Anthropology in a PGCE Course by Brian Street | 16 |
| | 5. O and A Levels in Anthropology? by Michael Sallnow | 19 |
| | 6. The Social Construction of Ethnic Identity – Everyone Has Scripts by Edith King | 21 |
| Reviews | edited by Stephen Moore | 26 |
| Resources Exchange | | 32 |
| Briefings' No. 12. Organising a Social Sciences Resources Bank pull-out centre pages | by Roland Meighan | |


Section Cartoon Headings by Beverley Curl

. Views expressed in contributions to this journal do not necessarily represent the views of A.T.S.S. or the editors. The journal provides opportunities for the expression of divergent ideas and opinions.

Next Edition (June 1978) Environmental Studies. Editor: Roger Gomm

# ATSS NEWS

Compiled by Helen Reynolds

## DIARY DATES

**INDUSTRIAL FIELD STUDIES COURSE FOR ECONOMICS TEACHERS 1978 (FORGING INDUSTRY — SCHOOLS LINKS AT A PRACTICAL LEVEL) WORCESTER COLLEGE OF HIGHER EDUCATION SUMMER SCHOOL 1978**

This course, supported by the Economics Association, will be organised for Economics teachers in secondary schools and F.E. Colleges and will deal with the use of the Industrial Field Study and other non-classroom methods in teaching 'A' level G.C.E. work, and also in teaching 14-16 year old pupils. It will take place as below:

*Date* 6th—11th August 1978
*Venue* Worcester College of Higher Education
*Area for Field Study:* West Midlands Conurbation and Region

*AIMS OF THE COURSE*

The field study is now accepted as a recognised teaching method in Economics, as evidenced by the rapid growth of this technique in school Economics in the 1970's, and by the widespread use of the book 'Field Studies in Teaching Economics' edited by this Course's Director, and published by the Economics Association. There are an expanding number of schools which wish to run these field courses but whose Economics teacher(s) would like to know more about the organisation and techniques of the courses before putting them on. This In-Service Course, therefore, attempts to

(1) demonstrate the techniques and make clear the organisation of industrial field courses to enable teachers to run their own courses;
(2) forge links between schools and industry at the practical level of teachers meeting senior managers at firms, trade union officials and shop stewards, Government industrial planners;
(3) demonstrate a range of non-classroom teaching techniques which can be used in one day or school-timetabled periods, e.g. factory visits, local economic planning studies, visiting speakers;
(4) update teachers' information in a range of (largely Applied Economics) subject material.

*CONTENT OF THE COURSE*

This will involve *(a) factory visits to the steel, coal and motor industries in the West Midlands conurbation, talks by management, union and regional planning officials, an economic planning study of Worcester (using statistical and mapping techniques), an agricultural visit and a study of employment problems in a new town; and (b) lectures and seminars on organisational aspects of field courses as a whole and on the development at the local school level of links between schools and industry concerning economics.* Visiting speakers from schools in West Midlands will assist with (b).

The course will also enable teachers to gain information not only on regional problems of aggregate demand in a Key region of industrial Britain, on inflation and labour mobility, but also on the wider problems of pricing, purchasing and finance, including location and industrial relations in the firms visited. The course in its practical work follows the outline of courses run for schools in the same area. We hope in this way to show teachers what the pupils actually worked at, during recent pupils' courses in this region.

*STAFFING*

The course will be organised by the staff who have run the previous courses for schools in the West Midlands and Teesside regions.

*Course Director:* Mr. B.R.G. Robinson, (Senior Lecturer in Economics, Worcester College of Higher Education).

*Course Tutors:* Mr. J. Nixon (Senior Lecturer in Professional Studies and Education, Worcester College of Higher Education); Mrs. S. Hodkinson (Head of Economics, Parrs Wood High School, Manchester).

| *COST OF COURSE* | *PER COURSE MEMBER* |
|---|---|
| Tuition (including transport in study area for 5 days and materials) | £33.50 |
| Residence and meals at Worcester College of Higher Education | £31.00 |
| TOTAL | £64.50 |

**ADVANCE NOTICE**

There is to be a conference on 'Race and Class' at Bulmershe College of Higher Education, Earley, Reading on September 15-17th 1978. More details available later in the year.

## PUBLICATIONS

Members may find the Journals listed below useful sources of information, literature, and resources.

**Institute of Development studies. University of Essex, Brighton BN1 9RE.** A number of issues relating to the developing world are dealt with in books discussion papers and the bulletin. The March issue covered new forms of Imperialism.

**Department of Education and Science, Elizabeth House, York Road, London SE1 7PH.** The DES publish a very useful handbook called INTERNATIONAL UNDERSTANDING – Sources of information on organisations.

**National Foundation of Educational Research** The Educational Research Journal covers a range of concerns in the field of education. The June issue includes articles on "Open education as ideology" by D.A. Myers and D.L. Duke, and "Children's traditional rhymes and games in three cultures" by S.M. Durojaiye. Enquiries to NFER Publishing Company Ltd. (Book division, 2 Jennings Buildings, Thames Avenue, Windsor, Berks SL4 1QS.

**The Council for Education in World Citizenship** This is a charity founded in 1939 to "promote throughout the educational system such studies and teachings as may best contribute to mutual understanding, peace, cooperation and goodwill between all peoples". The CEWC published a Resources Guide to World Studies at 40p which provides a wealth of information relation to organisations, projects, publications, games and simulations, and audio visual aids. Further information may be obtained from CEWC, 43 Russel Square, London WC1.

**Management Games Ltd. 63B George Street, Maulden, Bedford MK45 2DD** While many business simulations and games have proved complex, expensive and ideologically biassed, the above organisation is now developing games more oriented to the social sciences in schools. Several of these games may be known to members already but not in an easily available commercial form.

*BaFa BaFa* The classic cross-culture simulation which illustrates how easy it is to misunderstand another culture or sub-culture (such as immigrants, religious minorities or homosexuals).

*Starpower* A game in which a low-mobility three-tiered society is built through the distribution of wealth. The upper class exercises political power (usually to preserve their own interests!) and the reaction of the lower classes is observed.

*Crisis* A simulation of international relations in which six fictitious nations seek to resolve their conflicting interests for a high standard of living, national security and world peace.

*Import* A geography simulation in which six firms located in various ports around the world import and export the produce of those countries.

*New City Telephone Company* A business game concerned with the establishment of company objectives and reconciling the conflicting claims of customers, employees, shareholders and the community at large.

## NOTICES AND REPORTS

**Films for Social Studies**

Pat Knowles, Social Studies Adviser for Hillingdon, would like to hear from members with their recommendations for films useful in teaching social studies. Please include brief notes on films and indicate either age or level for which it is suitable. If there is sufficient response this may be the beginning of a full, detailed film resource guide. Please send information to Mrs. P.A. Knowles, Education Department, Civic Centre, Uxbridge, Middlesex, UB8 1UW.

We have a Social Services Teachers' Centre at Brunel University and are inviting a Mr. Coyle, Cardinal Ainsley School, Brent, a member of ATSS to join our planning committee.

**Filmstrip Projectors Offer**

With the present state of funding for both public education and endowed societies, we are pleased to offer an economical alternative for at least one of the items which tends to take more than its proportional share of any budget.

The PRIMA filmstrip projector is a well proven member of our extensive line of Vocational/Technical training aids, and systems.

If you have a real need for a low cost projector (one that is virtually child-proof), write today to arrange for a personal evaluation. We do this with no obligation to you because of our confidence in the unit. Customer Services, 15 Beaufort Close, Reigate, Surrey RH2 9DG, Telephone 0703-72 45094.

**CRAC Competition 1977 Judges' Report**

Though the number of entries this year was small, their quality was high, and it was evident that all competitors derived profit and enjoyment from taking part. All the entries were from 4th forms, which confirms the impression that more careers education in the broad sense takes place at this stage, before the timetable is overwhelmed by examination pressures.

The two most popular projects were the portrait of a local firm and the survey of community needs which might be met through the Job Creation Programme or the Community Industry Scheme, and the competition not only introduced a number of pupils to these schemes for the first time but also gave them an opportunity to discover their local community at first hand.

The entries were fairly equally divided between the magazine presentation and the tape and notes or tape-slide presentation. Though the programmes were not judged on their technical merits, some of the work was of high quality and in every case the competitors clearly learned a great deal in tackling

the problems of audio-visual work at first hand. Some of the interviewers tended to rely on a list of prepared questions, which led at times to a certain lack of spontaneity, but this is a lesson which can only be learned by the kind of practice which the competition afforded. The interviewing technique of the prize-winning entry was excellent. The tape and tape-slide entries were convincing proof – if proof be needed – of the educational effectiveness and value of the audio-visual media.

The judges were particularly pleased by the entries from remedial and special education groups, which produced some thorough team work of impressive quality.

In making the awards the judges restricted themselves to two prizes, with a further two prizes for special education.

The first prize was awarded to Richard Quest and Chris Choi of Roundhay School, Leeds, for their project on Schofields, the large department store in Leeds. These competitors ran into difficulties with the sound reproduction of their taped interviews but with perseverance and ingenuity solved the problem by re-recording the same words and using members of the staff to play the roles. The interviewers' questions were well chosen, and some sensible conclusions were drawn from the answers. This was a lively, well edited and genuinely instructive programme.

Roundhay School receives a cheque for £100 plus £50 worth of CRAC publications.

The second prize was awarded to 4(1) Careers Group of Leyton Senior High School for Girls, London E.11, for their project 'Cause, Resource and Community', a survey presented in magazine format, investigating local community needs. In the course of this well organised project, pupils conducted interviews and opinion polls and investigated local Community Industry schemes. A lot of ground was covered and some constructive proposals made. The judges were impressed by the maturity of the pupils' comment.

Leyton Senior High School for Girls receives a cheque for £65 plus £50 worth of CRAC publications.

The first special prize was awarded to Marc Turner, Nigel Corcoran, PaulMitchin son and Tokny Cole of Sheldon Comprehensive School, Chippenham, for their magazine project on discovering sources of job vacancy information. This was a logically planned piece of work carried out with thoroughness and perseverance. The school receives a prize of £50 plus £50 of CRAC materials.

The second special prize was awarded to the fourth year remedial group at Great Cornard Upper School, Sudbury, for their tape-slide presentation 'A Job Found in Sudbury', in which they identified a suitable Job Creation programme. This was a rounded and well-shaped programme, remarkable for the quality of the slides. The school receives a prize of £30 plus £50 worth of CRAC materials.

## THE TEACHING OF PSYCHOLOGY IN SCHOOLS

**A joint statement by**

**The Standing Advisory Committee on Education in Psychology of The British Psychological Society and The Committee of the Association for the Teaching of Psychology**

*1. Purposes*

The purposes of this statement are to present some aspects of the role of Psychology as a subject in the school curriculum; to comment on the contribution that Psychology and psychologists can make to the current debate on education; and to show where further information may be obtained.

*2. The nature of Psychology*

Psychology may be considered as the study of behaviour and experience, both of human beings and of non-human species. It is thus closely linked to both the biological and the social sciences. Psychology should be distinguished from Psychiatry, which is the medical specialism dealing with mental disorders, and from Psychoanalysis which is a particular body of psychiatric theories and techniques.

Psychology employs all the usual methods of science: observation, hypothesis, experiment, measurement. Psychology draws much important data from observation in natural settings, from case and clinical studies, from surveys, from simulation exercises, and from other sources. The preferred method, however, is that of experiment. Experimentation in Psychology is by no means an easy matter, due to the complexity of the variables involved. This necessitates relatively sophisticated techniques of experimental design and analysis.

*3. Psychology and education*

Psychology is very closely related to education in a number of ways. The most obvious are these:

(a) Psychology constitutes one of the basic disciplines in the training of teachers, and of others who contribute to education, such as counsellors.

(b) Psychological research is fundamental in assessing the results and effectiveness of what is done in education. Without this, policy must rely on casual opinion, hearsay, or prejudice.

(c) Professional psychologists provide a range of specialised services (for example, through Child Guidance Clinics) concerned with diagnosis and investigation of particular problems, remedial treatment, and so forth.

(d) Psychology is increasingly being taught in schools, and in other institutions such as Colleges of Further Education which deal with over-lapping age groups. This will now be considered in more detail.

*4. Psychology as a school curriculum subject*

4.1 An investigation carried out by The British Psychological Society in 1967 showed that Psychology was widely taught in schools in many countries, particularly in the United States and some Scandinavian countries. In this country,

psychological material was taught in many contexts, for example as part of biological, social, or general studies, although there was no formal Examination.

Since that time, such teaching has undoubtedly increased. No statistics are available, but numerous individual reports have come to hand, some of which appear in the published literature (for example, in *PSYCHOLOGY TEACHING:* see below). Psychological investigations have often been presented in the *Young Scientists of the Year*. The Royal Institution's Christmas lectures for children were given in December 1968 by a research psychologist, Professor Richard Gregory.

The major innovation, however, has been the introduction of an examination for the General Certificate of Education at Advanced Level. This examination, first introduced on a trial basis in 1970, was due to the Associated Examining Board. The number of candidates entered for the examination in 1977 is approximately 1,800.

There have also been examinations in Psychology for the Certificate of Secondary Education (Mode III).

4.2 The range of Psychology as a discipline is very wide, and it is probably true to say that virtually all aspects have been or are being taught in schools in one context or another. There are very many ways of classifying the subject matter of Psychology, and the following may serve as some indication of its variety:

(a) the biological basis of behaviour: structure and functions of the nervous system, the special senses, the endocrine system, the mechanisms of genetics.

(b) individual differences: the measurement and explanation of the range of abilities, capacities, and traits.

(c) information processing: processes of sensation, perception, learning, memory, thinking and language.

(d) interaction: all the processes that occur between two or more individuals, from mother and child to mass communication.

(e) motivation and emotion: drives, needs and feelings, innate and acquired.

(f) psychological disorders: Psychopathology, behaviour and character disorders.

(g) development: processes of growth and change, from birth to old age.

(h) psychological methodology: techniques of investigation; skills such as interviewing; experimental design; statistical analyses.

4.3 The introduction of psychological material into the school curriculum, whether for examination or non-examination purposes, may be considered to have a number of potential benefits. First, it nearly always seems to arouse interest. While interest is not synonymous with value, it is by no means a bad starting point for education.

Next it may be suggested that an important part of education is an understanding of the society in which we live. A major influence in shaping this society comes from the attempts that are made to study, in some objective way, behaviour and experience. Hardly any individual, for example, can fail to be assessed by psychological techniques, taught by methods that derive from psychological research, or subjected to the outcome of market research.

Studying the psychological sciences involves an attempt to be objective about what is otherwise left to hearsay or prejudice. Society is composed of people, and it may be argued that it is better to make some attempt to understand why people think, feel and act as they do, rather than none. The attempt necessitates the student drawing evidence from a number of sources, assessing it, and drawing conclusions from it. It is usually necessary, also, to realise that the conclusions are only provisional. It is necessary to become familiar with techniques of experimental design and statistical analysis, which demand clarity of thought and a degree of numeracy. Thus in some respects, it may be suggested the psychological sciences form a bridge between the physical and biological sciences on the one hand, and the humanities on the other.

There may further be benefits to the individual in understanding more of his own behaviour, and in gaining knowledge, both theoretical and practical, of particular aspects of behaviour such as social skills. Introducing Psychology into the curriculum does not, of course, consitute in itself a form of therapy. It does, however, help to provide the student with knowledge and skills which enable him to develop his abilities. For example, it can demonstrate more efficient ways of studying; the improvement of cognitive skills such as problem solving; social skills such as effective speaking, interviewing, or being interviewed. The value of these lies both in benefit to the individual and in direct applications in employment. Most sorts of employment involve first of all making an informed choice, which depends on knowledge both of the job and of oneself. Most employment involves the learning of new skills. Very many areas of employment involve dealing with other people, whether or not that is their primary function.

4.4 In the context of the present debate on education, therefore, it can be suggested that Psychology as a curriculum subject has a valuable role to play. It can help to make the teaching of all subjects more effective; it can help the student to be a more effective citizen, through understanding something of the behaviour of himself and others; it can provide training in specific skills which are of value in many, if not all, areas of employment.

*5. The organisations presenting this statement*

**The British Psychological Society** is the professional body of psychologists in the United Kingdom, incorporated by Royal Charter. It publishes a range of professional and scientific



91

journals, including **The British Journal of Educational Psychology**, and a pamphlet **Careers in Psychology**.

**The Association for the Teaching of Psychology** is open to all interested in the subject, and is concerned with the teaching of Psychology at all levels. It works in liaison with The British Psychological Society, and publishes the journal **Psychology Teaching**.

The address of both bodies is:

St. Andrew's House,
48 Princess Road East,
LEICESTER LE1 7DR.

*6. Summary*

This statement distinguishes four major areas in which Psychology, considered as the study of behaviour and experience, can contribute to education, namely:

(a) as a basic discipline of educationists
(b) through research
(c) through professional services
(d) as a curriculum subject

The progress of Psychology as a school curriculum subject in this country is outlined, with particular reference to the introduction of an examination at G.C.E. Advanced Level.

Some possible benefits of Psychology as a teaching subject are considered, including an increased understanding of the forces shaping society and the behaviour of individual members, including the student himself; and the acquisition of skills of use both in personal development and in future employment. It is suggested that psychological science, in attempting to apply methods of objective investigation to human problems, offers a bridge between the traditional sciences and the arts or humanities.

K.J. CONNOLLY
Chairman, Scientific Affairs Board
British Psychological Society

J.K. RADFORD
Chairman, Association for the
Teaching of Psychology

September 1977

---

## ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

### Statement of Accounts 1st September 1976 to 31st August 1977

**INCOME**

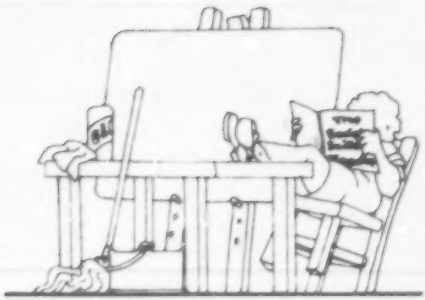
| | £ |
|---|---|
| Balance b.f. 1/9/76 | 380.17 |
| Subscriptions | 3714.00 |
| Publications | 427.65 |
| Advertising | 504.98 |
| Conferences | 128.82 |
| Breach of Copyright | 85.00 |
| TOTAL | 5241.62 |

**EXPENDITURE**

| | £ |
|---|---|
| Social Science Teacher | 2675.96 |
| Other publications | 220.00 |
| Administration | 947.37 |
| Executive and Council | 214.95 |
| Panels | 252.12 |
| Branches | 128.20 |
| Publishing ATSS | 218.83 |
| Vice-President | 68.48 |
| Representatives | 42.88 |
| Conference | 29.68 |
| COSTA Subscription | 6.00 |
| Bank Charges | 30.83 |
| Unpaid cheques | 37.00 |
| TOTAL | 4872.30 |
| Balance carried forward | 369.32 |
| | 5241.62 |

| | | |
|---|---|---|
| 1/9/77 | Balance brought forward | £369.32 |
| | Deposit Account | £201.00 |

NOTES: Administration includes postage for Social Science Teacher, stationery and expenses and payments made by secretaries, treasurer and chairman. The item for 'other publications' includes a monograph and the resources exchange. Representatives are those on JMB, SCOS, BSA and CBI Project.



# ARTICLES

## Anthropology in the classroom: Problems and Payoffs

**Megan Watts**
**Royal Anthropological Institute**
**and**
**Richard Whitburn**
**ILEA Advisory Teacher (Social Science)**

The work of anthropologists provides a rich and varied source of material for both primary and secondary school classrooms. For teacher and pupil alike, it offers the opportunity to bring our own society into sharp contrast with other societies, and affords a method of comparison which enables us to make statements about society in general. Such techniques of contrast and comparison are aimed at the development of conceptual understanding in a student. Jerome Bruner summed up the educational arguments for this approach when he wrote: "We believe that by getting the child to explore contrast, he is more likely to organise his knowledge in a fashion that helps discovery in particular situations where discovery is needed."[1]

This article examines some of the problems and questions raised by the use of ethnography for comparative techniques in the classroom. In particular it draws on the experience of the "Land and People" project team who have been concerned to develop anthropological resources for schools. "Land and People" is a joint project being developed by the Royal Anthropological Institute and the Inner London Education Authority Social Studies Development Project, and currently being published by Basil Blackwell, Oxford.

The first task of the project team was to establish the extent and nature of the use of ethnography in schools. Ethnographic resources are currently used to service the specific needs of a number of subjects, different items of information being selected to illustrate the particular questions seen to be important in the various disciplines. Often the presentation of the material is organized in order to fit a specialist teaching scheme. Many teachers in Religious Education, History, Geography, Social Studies, and Integrated Humanities, use ethnographic material throughout the school.

In Religious Education ethnography is sometimes used in the study of world religions, and in the discussion of the nature of faith, belief and morality. Historians concerned with the chronological interpretation of history often use studies of early man as a suitable point of departure, comparisons being made between early man and present-day hunter-gatherers. Geographers, concerned with the various forms of the man/land relationship, might use ethnography to illustrate the way people satisfy their 'basic' needs in different environments. The social scientist concerned to foster the pupil's understanding of society often uses ethnography in order to place our own beliefs and practices in a comparative perspective. In Integrated Humanities courses, ethnography is often incorporated into the curriculum in the form of detailed case studies of particular communities.

There is thus an evident demand for ethnographic materials for use in all these subject areas. Teachers have a choice between developing and writing resources for themselves or relying on available publications. Teachers developing a curriculum and preparing their own materials face several problems. Curriculum development is itself no easy task, requiring a clear understanding of the way concepts and skills should be related to content. Writing is time-consuming and there is often no opportunity to research the topic in depth. Few schools employ teachers trained in anthropology or have access to the skills and resources required in the development of ethnographic materials. Most teachers must therefore rely on existing published materials, but whether these enable the teacher to engage in systematic cross-cultural comparison is open to debate.

The assumptions underpinning many classroom adaptations of published ethnographies need careful examination. These assumptions are often rooted in the historical development of anthropological theory, but can very easily become distorted. In a lecture delivered at the ICA on 26th January 1973,[2] Professor Edmund Leach pointed to some of the dangers of over-simplification of ideas drawn from the theoretical tradition of anthropology. He cited in particular the danger of 'naive evolutionism' — that is, the tendency to present man in a time/behaviour continuum from animal ancestry to 'civilized man'. He argues that this exercise is invalid without first establishing a clear chronology. Referring to material characterised by what he calls 'naive evolutonism', Leach said:

> . . . all this literature has the really vicious quality that, unless it is read very carefully, it will give the uninitiated reader the impression that not only is Man in general quite closely related to the apes but that primitive peoples are much more closely related to the apes than are civilised white Euro-Americans.'

Leach also criticised popular ethnography based on 'naive functionalism' – the attempt to answer questions such as 'What biological, emotional and social needs does Man seek to satisfy by living in society?' Here the danger is that culture is seen merely as a means of satisfying human needs. He points out that, in order to test the idea that people live in society because it secures them these advantages, one would have to make a comparison between those people who live in society and those who don't. No such group can exist. The selection of examples that appear to fit the case hardly proves the theory; it also teaches a faulty method of enquiry.

We might also cite another set of erroneous assumptions based on the idea of 'primitive romantician.' – the notion that 'primitive tribes' represent a social organisation superior to our own and should be 'preserved' if not emulated.

Environmental determinism is another assumption which often underpins ethnographic materials for schools. Here the idea is that the environment determines the precise type of social organisation in a particular area. In one popular C.S.E. text book, for example, we find this statement:

> 'Some Eskimo women have more than one husband. This is known as polyandry. Eskimos live dangerously and if one husband is killed, the other will look after the wife and children. The two husbands learn to share without enmity. They are friends rather than rivals. It is part of their socialisation. Good relationships are a result of compromise; polyandry among Eskimos is determined by the environment.'[3]

The implication here is that a clear relationship exists between marriage forms and environment. Such relationships may indeed exist in some cases, but they are far more complex than the author concedes.

Another recurrent theme in much popular ethnography may be labelled the 'Oxfam syndrome'. Widely diverse areas are grouped together under the title 'Third World', with the assumption that the problems of these areas may be solved with the simple application of birth control and famine relief.

These, then, are the common assumptions which underpin many of the published ethnographic materials for schools. Contrasted with these orientations is the notion of cultural relativism – the neutral recognition of the fact of cultural diversity. Such a perspective can be used by teachers to foster tolerance and understanding. However, cultures must be seen as coherent wholes; otherwise the approach can leave to the mere cataloguing of different and perhaps seemingly bizarre social customs.

Anthropologists study a wide range of societies, including our own, in order to understand them for their own sakes as well as to gain an insight into social processes in general. Anthropologists seek to understand particular customs in relation to the social context in which they occur; most anthropologists would agree that activities can not be meaningfully understood if torn out of the social context in which they are embedded.

It thus follows that if materials presented to teachers are no more than ethnographic dictionaries, in which each piece of information is tagged to a single explanatory idea – whether that idea be naive functionalism, naive evolutionism or whatever – they cannot provide the real understanding that teachers seek. This can only be achieved when social activities are seen in context.

The 'Land and People' project has attempted to resolve these problems with the use of a case study approach. Each unit of materials deals with one society and focuses on a particular theme. For example, the first unit looks at the Quechua of Peru and focuses on the idea of power. A core book examines the social context at the Quechua and other booklets explore ideas of power in social, economic, legal and ritual relationships. Comparisons with our own society are implicit throughout. The materials have been written on the assumption that cross-cultural studies are not carried out to elevate or denigrate one society with respect to another but because they might assist our understanding of one or both societies. The materials are not merely illustrative; they are also generative in so far as pupils are asked to make generalisations after a period of in-depth study. Experience in trial schools clearly indicated that it was only after such in-depth studies that pupils were able to make generalisations – as opposed to value judgements – on particular aspects of social organisation.

It is important that classroom ethnography should not convey the impression that customs in other societies are strange or bizarre; the emphasis should be on the fact that the notion of normality is culturally defined. Such an objective might be realised via the case study method, for this approach should prevent ethnographic data from becoming a mere list of odd or strange customs. When behaviour is seen in context this possibility is avoided. Teachers, like anthropologists, can then make comparisons leading to a genuine understanding of customs both within their social context and in general. In this way ethnography can help towards a real understanding of social processes.

1. Bruner, J.: 'Some elements of discovery', in L. Shulman & E. Keisler (eds.): *Learning by Discovery*. Rand McNally 1966

2. Leach, E.: 'Keep anthropology out of the school curriculum'. Social Science Teacher Vol 3 No. 1, 1973.

3. Nobbs, J.: *Modern Society*. George Allen & Unwin 1976.

## Anthropology in "O" Level Sociology

by Joan Bulmer
Brooklands College of Technology, Weybridge

Can anthropology be an aid in the teaching of sociology at "O" level, or is evidence from other cultures simply an additional burden of information? This article attempts to answer this question.

The Associated Examining Board states in the Syllabus for "O" level sociology that "a comparison with other societies may be made where possible". Anthorpological material can therefore be used in the teaching of sociology at "O" level on instrumental grounds. Students can include comparisons with practices in other societies in their examination answers.

Is the teaching of anthropology in the context of "O" level sociology also desirable on other grounds? Can anthropology help in the proper understanding of institutions in British society such as the family or education? Many students have considerable difficulty in understanding their own society (which is the objective of the A.E.B. syllabus). They may understand in an intuitive manner; they may be very successful at living within their own society with the aid of their own commonsense knowledge. This does not, however, mean that they can necessarily analyse British society in an articulate manner using sociological evidence. This requires a certain distancing from their own experience and their common-sense knowledge.

This distancing from one's own society is often easier through comparisons with other societies. Teaching social science requires both the study of ambiguous and unclear material, and at the same time the reduction of ambiguity and clarification of it. The effects of changes in institutions are often difficult for students to understand. Comparisons of the present with the past are difficult precisely because the changes are gradual and hard to pinpoint. Comparisons with other societies can make this easier. The greater contrasts show up the essential features of various institutions.

The change from the extended family to the nuclear family is the subject of a complex debate. If students can see the range of kinship groupings, in terms of size and residence, which exists in the world, this change in Britain will be easier to comprehend. What does he know of England who only England knows? Familiarity breeds confusion, objective understanding needs the strange to be made familiar and the familiar strange.

Many students have difficulties with the understanding and use of certain sociological concepts such as "culture" and "socialisation". They may accept them and understand them at one point in the course, but be unable to apply them in another part. Students at this level need to have this spelt out for them and by them, by spending a considerable amount of time on these concepts. By no means all of these "O" level students will go on to study social science at "A" level, let alone at university. Therefore, for sociology to be worth studying at all a thorough examination of these areas is necessary. Ideas about "instincts" or "natural ways to behave", as well as being unhelpful, are very persistent and difficult to eradicate. Anthropology can show students that there are few "natural ways to behave", as well as showing the ways in which human beings everywhere learn socially approved kinds of behaviour. Students may need to spend more than the one statutory hour on socialisation in order to be able to apply the concept later to the study of work or deviance. This extra time can very profitably be spent in looking at other societies (see Bulmer, 1977, pp. 12-17). Such a strategy can also be useful for certain examination questions on socialisation — see for example the June 1975 A.E.B. "O" level paper, question 6, for the relevance of anthropological evidence on socialisation and the importance of the thorough understanding of this whole area.

The first lesson can introduce the concept of socialisaton. Social life is ordered by rules of behaviour, norms and values. Social life is not the unpredictable behaviour of collections of individuals, in spite of what some students think. These rules have to be learned because human beings are not programmed with instincts to the same extent as animals. How do we know that they have to be learned, and that we are not born with the knowledge of the rules? Because the rules vary according to what children are taught. Who are the agents of socialisation? Who teaches the rules? Amongst others, they are parents, neighbours, friends, relatives, teachers, the media.

Variations in the rules within British society — between social classes, between regions, between occupations and between ethnic groups — should be discussed. For some people the ideology of individual achievement through independent effort is much more important than for others. Evidence about middle class families can be contrasted with that about working class families. The books by Willmott and Young (1957), Colin Bell (1968) and the Newsons (1976) are useful here.

Variations between societies can then be examined to emphasise even more the great variability that exists in human behaviour, while at the same time forming intelligible patterns. One can stick to the same example of the differences in emphasis on individual achievement or the co-operative efforts of groups of people in competition with other groups. Why is it not possible to translate the words "nepotism" and "bribery" into certain African languages without losing their pejorative flavour? Nepotism and bribery may not only be required in some societies. They may be highly laudable activities, whereas in modern industrial societies they are generally disapproved.

One can take female behaviour and family size as another example. Girls in Britain may still be socialized into accepting marriage and motherhood

as a career, as the right thing to do, but to have more than four children is nowadays seen as neither desirable nor appropriate. This is not the same everywhere. In the film *Masai Women* (part of the *Disappearing World* series) one can see how girls are socialized into seeing marriage and motherhood as the only possible career open to them. During the celebrations and rituals surrounding the coming of age and marriage of one of the girls, the women and girls of the village dance and sing songs. They sing about their hopes and fears, asking for as many children as possible, and sons in particular. These songs are very repetitive and can easily be seen as "lessons on values" to the young girls and toddlers of the village.

The companion film *Masai Manhood* is about rituals that accompany the coming of age of boys. These rituals require the boys to demonstrate approved male qualities amongst the Masai. Men are expected to be tough and to be able to deal with challenges, but also to contain excitement and aggression through fits. Beauty is both desired and feared as it may lead to rivalry. The young men are highly adorned, put on make-up and paint their bodies. The rituals show to all members of the village their own values, what they see as "problems" (envy, rivalry, uncontrolled aggression) as well as the solutions to these problems.

Teachers may need to spend some time in discussing this in detail. A ten-minute chat after the film may only lead to a reinforcement of the feeling that the Masai are very peculiar people who do not understand what is proper human behaviour. Many students seem to find the Masai ideas of male beauty in particular hard to accept. Useful discussions of deviance, homosexuality, male and female roles can follow from this.

The syllabus requires students to be familiar with a number of substantive areas such as the family and education. If anthropology is used at all by teachers of social science at this level, it is most commonly used when examining the family. There are a number of readable books available which describe other family systems and other ways of ordering family relationships (other than those common in Britain). A guide to the literature is Bulmer (1977). Though not all these books are easily available, many public libraries have copies of standard anthropological works.

Ursula Sharma describes in *Rampal and His Family* (1971) an Indian family which migrated to Britain. Extracts from this book can be useful to illustrate the choice of spouse, the relationship between husband and wife, between the wife and her mother-in-law. The consequences of choice of spouse by the parents are described in some detail. This book is particularly suitable for "O" level as the anthropologist wrote it as a story told by the couple themselves. Rampal and his wife talk about the shock they experienced when they realised that men and women themselves choose their spouse in Britain. They were even more deeply shocked about the existence of old people's homes. This is obviously relevant not only to the discussion of the functions of the family (should children care for their aged parents?) but also to its structure and the change from the extended to the nuclear family.

The English family can be compared with families in other parts of the world and according to various criteria. Relationships within the family or kinship group will vary with the division of labour between the sexes. This division of labour, in turn, is related to modes of livelihood and economic activity. In hunting and gathering societies the division of labour is often less strict within the family than in societies dependent on agriculture. The Mbuti pygmies, as described by Turnbull (1966 and 1976), are a good example. What is normal behaviour, what are normal relationships between husband and wife? This will depend on the constraints withing which the family has to operate. If the family has to be mobile in a modern industrial economy or as amongst hunters and gatherers, the division between men and women will be less strong compared with large landholding kinship groups.

The implications of the increase in the divorce rate in Britain during the twentieth century are part of the "O" level sociology syllabus. Many students feel very strongly about this, as do for example journalists. Does the increase mean a "breakdown in society", an increase in unhappiness and disorder? Much depends on the expectations of relations between spouses that are prevalent in a given society. If couples expect a very close and personal relationship they are often disappointed and will look for someone less disappointing. If close relationships are available and expected from other relatives, sisters, brothers or even co-wives, divorce is less common because less necessary.

The significance of marriage in determining the status of children varies between societies. This influences the frequency of divorce. In patrilineal societies where the children of a marriage belong to the kinship group of their father, divorce is much less common than in matrilineal societies where the children "belong" to the mother's relatives. This, and much else besides, is described with great clarity in Lucy Mair's *Marriage* (1971).

Comparisons with other societies can also be made in the area of religion. Anthropology provides more and more interesting evidence for the role of religion as a form of social control than does sociology. Ritual as a means of dealing with conflict between generations, villages or different and unequal social groups in a hierarchy, is both of intrinsic interest to students, and helpful in the understanding of, for instance, deviance. Certain deviant activities in Britain can be seen as ritual expressions of conflict and feelings of dissatisfactions. Gang warfare as described in James Patrick's *A Glasgow Gang Observed* (1973) has definite ritual qualities. In small-scale societies these problems of conflict and dissatisfaction may find a not altogether dissimilar expression. The transition from boy to man and the conflicts between the generations, the rivalry of the young

with the old, is managed differently amongst the Masai than it is in Glasgow. In the latter part of the world the conflict is expressed not only in terms of the young versus the old but also in terms of the young versus each other and the deprived versus the privileged. Amongst the Masai the transition does not involve the stabbing and killing of boys as it seems to do occasionally in Glasgow, although it may have involved this in the past.

Ioan Lewis in *Ecstatic Religion* (1971) deals with other ways of coping with transitions and conflicts between for instance husband and wife. Dissatisfied wives, lacking in economic power, can "mystically' attack their husbands by becoming possessed or a member of a cult. The husband then has to cure his wife's possession by paying for her treatment and cult membership.

Social control can on the one hand be exercised through the repression and punishment of unwanted behaviour, on the other hand through the containment and controlled release of grievances. Religion halps to contain and deflect conflict and thereby acts as a form of social control. This has been and still is the case within Britain. "O" level examination questions sometimes ask students to discuss the functions of religion and how the decline in church attendance can be interpreted. If teachers can show the functions of ritual and religion in other societies, groups such as Jehova's Witnesses and Pentecostal black churches in Britain will be more intelligible to students.

Is there a case for the use of anthropolonical evidence within the teaching of "O" level sociology? It is directly relevant to certain parts of the syllabus and certain examination questions of a general nature, such as those on socialisation. It is indirectly relevant to a more thorough understanding of British society. For some teachers, for example, teaching students from immigrant families, there may be even greater scope for introducing evidence about societies other than the British, making comparisons between their or their parents' country or origin and Britain. This is a special case of the necessity that "the strange" be made "familiar" and "the familiar" made "strange", which anthropology can help to achieve.

*Bibliography*


Bell, C. (1968), *Middle Class Families: social and geographical mobility* (Routledge)

Bulmer, J. (1977), *Guide to the Teaching of Anthropology in Schools and Colleges*, from Extramural Division, School of Oriental and African Studies, Malet Street, London WC1, £1.00.

Lewis, I. (1971), *Ecstatic Religion: an anthropological study of spirit possession and shamanism* (Penguin)

Mair, L. (1971), *Marriage* (Penguin)

Newson, J. and E. (1976), *Four years old in an urban community* (Penguin)

Patrick, J. (1973), *A Glasgow Gang Observed* (Eyre Methuen)

Sharma, U. (1971), *Rampal and his Family* (Collins)

Turnbull, C. (1966), *Wayward Servants: the two worlds of the African pygmies* (Eyre and Spottiswoode)

Turnbull, C. (1976), *The Forest People* (Picador)

Young, M. and Willmott, P. (1957), *Family and Kinship in East London*


The films *Masai Women* and *Masai Manhood*, together with others from the Granada T.V. *Disappearing World* series, can be hired from the Royal Anthropological Institute Film Library, Scottish Central Film Library, 16 Woodside Terrace, Glasgow G3 7XN.

---

# CORRESPONDENCE

**Dear Sirs,**

I was rather surprised to read the briefings feature in the Social Science Teacher (Volume 7, No. 3) on *Pop Music and Education in the Social Sciences* which failed to mention some of the most interesting work in this field that happens also to have been done by members of the ATTS itself. Barry Dufour's *The world of Pop and Rock* (Macmillan, 1977) should, I think, be high on any list of suitable books for young people, whilst Part I of Graham Vulliamy and Ed Lee (eds) *Pop Music in School* (CUP, 1976) provides teachers interested in using pop with some of the best historical and theoretical material available on this topic.

Yours faithfully, Denis Gleeson
University of Keele

# Social Anthropology for General Studies

by John Corlett
Oxford College of Further Education

## 1. EXPERIENCING OTHER CULTURES

Social anthropology is about other cultures. This is not to say it has no relevance to our own culture – it certainly does – but its inspiration and basic approaches derive initially from the study of alien societies. If we were interested only in our own culture we would turn more naturally to sociology than to anthropology. Anthropological fieldwork is the fundamental 'experience' on which the discipline is grounded, and it follows that any attempt to teach anthropology must attempt to give something of this experience. Obviously we cannot expect anything like the fieldworker's 'total immersion' to be achieved in an educational institution; but it is the clear duty of an anthropology teacher to provide at least the flavour of life in another culture.

How then is this ambitiouis aim to be realised? There are scarcely any textbooks of a suitable level for schools or further education, and few written materials of any kind. But this is surely no serious drawback, as the teacher is driven to use more realistic and more immediate forms of presentation. Here I suggest some of the methods which I have found successful in teaching General Studies in further education.

The closest approximation to the direct experience of fieldwork must be a good film, and until the day when educational visits can be arranged to the swamplands of the Upper Nile or the highlands of New Guinea, it will remain the most valuable method for the majority. Unfortunately not all anthropological films are good, and some are even counter-productive when used in teaching. In particular older films, usually made without specialist advice, tend to present an impression of naked savages who perform quaint, irrational rituals, observed with wonder or amused indulgence by the TV-explorer-personality. Things are changing, however, and a notable success has been Granada Television's 'Disappearing World' series: high quality in-depth studies, beautifully produced, from a wide range of societies. Anthropologists are closely associated with the making of these films, both in the field and afterwards, and the results show the 'actors' as rational and articulate individuals, who explain their own actions (with subtitles!), while the filedworker shows the coherence and order in their social world. Nor are the films only of interest to academic anthropologists; a bricklayer friend told me they were the best series he had seen on television.

Some teachers will be in the fortunate position to approach fieldwork more directly: via 'other cultures' on the doorstep. Any organised encounter with the culture of ethnic minorities will obviously need delicate and sensitive handling, but can be extremely valuable. I have known a highly successful visit by day-release apprentices to a Sikh temple; other points of entry could be, for example, the Hindu Diwali festival, or West Indian Rastafarianism approached through reggae. Practical possibilities will of course depend on local conditions and relationships, so little more need be said here.

Finally, if other cultures are not available on film or in real life, it will be necessary to invent them. Strange as it may seem, this method can be the most stimulating and thought-provoking. It is best done by some kind of structured simulation of real or imaginary cultures, which can have the great advantage that it involves the learner personally and very directly. An excellent example is the simulation 'Outsider'. The principles of this are very simple, although a great deal of sophistication can be incorporated if necessary: it is played by a large group who are divided in to two 'cultures' and sent to separate rooms. Each group spends some time learning the rules of its own culture, then sends out envoys (or missionaries or anthropologists) to the other group. The envoys report back and the groups try to work out the details of each other's culture. Finally the groups come together again and all is revealed. The fascination of the game lies in the fact that the rules of the two cultures are deliberately set up to be contradictory and opaque to one another, and the use of the wrong rules leads to social blunders and often great embarrassment. For example, one group may indulge in the free exchange of counters as a pleasant social activity, while the other uses similar counters in cut-throat, acquisitive trading to establish power and dominance. In one group, physical contact may be required for any social interaction, while in the other it may be strictly taboo for males and females to touch each other. Well run, this game can be a stimulating and quite baffling experience which gives a real insight into the problems of translating culture.

This, then, the experience of crossing cultural boundaries, must be one element of an introduction to anthropology. But to select other themes we must be clear about our general aims. What are the fundamental motivations for introducing the subject at all? What do we as teachers hope to achieve with it; and in particular what can it do for the non-specialist, non-academic student in the General Studies class in further educaiton?

## 2. WHY ANTHROPOLOGY?

It has been said that school social science can 'develop the personality', help the student 'perceive human behaviour in broad terms', or 'create liberally educated, democratic citizens'. Excellent! But in anthropology I believe we can specify more realistic,

as well as more precise, educational aims. What follows is a personal view, but one which I think would be shared by many anthropologists.

The value of the study of other cultures clusters around three central concepts: 'culture', 'society', and 'social awareness'. Under the first heading, culture, are the fundamental premises of social anthropology: that there are alternative ways of thinking, perceiving, feeling and behaving, and that these are broadly determined by culture; that they are therefore learned rather than innate, and relative rather than absolute; that all human societies have cultures which are complex, sensible, and in principle intelligible; and that all these cultures are valid and worthy of study. With these ideas I believe we can seriously hope to teach a respect for other ways of life – for non-industrial societies, for other religions and ideologies, for other values, for other rules of everyday behaviour. If a student is introduced to these notions of 'cultural relativity' he or she will respond in a more enlightened way to other cultures, whether at the level of remote political issues or of personal contact with individuals.

The study of 'society' with an anthropological perspective, ideally selecting a small-scale society for intensive analysis, makes a further essential point: that social institutions, values, modes of production and so on are inextricably linked, so that the full context must be considered in any attempt at understanding. Exposed to this kind of approach, in essence that of structural-functionalist anthropology, a student should more easily see societies as 'wholes', and be less ready to accept simplistic, out-of-context explanations for social phenomena.

Finally there is the aim of increasing social awareness. By this I do not mean some abstract psychological state, but the awareness that one's own actions too are influenced by the dictates of culture. Anthropological analysis can be turned on our own society: there are universals of human culture, such as basic ritual forms, shared alike by African cattle herders and European factory workers; and there are unique features which have shaped our own society, such as industrialization and urbanization. Anthropology gives us a perspective on ourselves. If the student can gain something of this perspective, and begin to apply it to his or her own experience, the teaching will have been worthwhile.

A clear idea of one's aims, such as the above, is essential in teaching such a diffuse subject as social anthropology; but it does not serve to specify a teaching programme. It *is* possible to use the three areas described above, in order, as a tripartite scheme, and this would follow the logic of the discipline. First comes the recognition that other ways of life are valid and intelligible; then the study of these ways of life in depth; and finally the application of the insights to our own society. However while this approach may be suitable for the more academic student, it is not in my experience suitable for the typical General Studies class. What is needed here is clear and immediate relevance to our own way of life. No apprentice on day-release will sit through hours of study of the rituals of Masai manhood without explicit comparison with his own experience, nor can he be expect to show interest in the dietary rules of the Lele unless our own are considered alongside. It is better to concentrate on using the fascinating material of anthropology in a lively teaching programme, and to let the fundamental concepts come to the surface as the course progresses.

## 3. IN THE CLASSROOM

In what follows I try to give some practical ideas for the use of anthropological material, in the form of individual lesson plans, with questions for discussion. The plans are based on topics which are selected not to form a complete course, but simply to give suggestions which may be useful in various contexts. The ideas are one which have proved effective in General Studies classes for day-release apprentices in further education.

*(a) Fieldwork (i)*

'Outsider', the simulation described above, is an excellent way to begin this, perhaps without any prior explanation. It places participants immediately in a remarkably challenging situation, from which many of the problems of fieldwork arise naturally. It also has the advantages of direct involvement, and of breaking down social barriers in a newly formed class. Careful handling is necessary, in particular to ensure that participants are fully acquainted with their own 'culture' before beginning to investigate the others. This may well take half an hour or more; a complete session with full de-briefing and discusson may require up to two hours. The ideal number of participants is between 10 and 20. The original version (Shirts 1973) was designed for use in the U.S. Navy (for 'sensitizing' personnel involved in foreign operations) and is distributed in this country by Christian Aid Publications Department; however this version is highly complex, and not ideal for use in further education. The more suitable form was published in a booklet by the Society for Academic Gaming and Simulation in Education and Training (SAGSET 1975).

*(b) Fieldwork (ii)*

Where a two-hour simulaton is not possible or desirable, anthropologists' own descriptions of their fieldwork experiences may be helpful. Good written sources are Laura Bohannan's *Return to Laughter* (Smith-Bowen 1954); the introduction to *Yanomamö: The Fierce People* (Chagnon 1968), which may be used effectively, with the author's film 'The Feast'; or, in some circumstances, extracts from Malinowski's thought-provoking personal diary (1967).

More immediate interest can be aroused if the teacher has personal experience of fieldwork or residence abroad. A tape-slide programme based on my fieldwork in the Ethiopian highlands has succeeded in gaining the attention of at least one

class where all other anthropological topics had failed: it is the element of personal contact which is important here. Needless to say though, one must beware of simply showing 'holiday slides'!

I have also used, to reasonable effect, a tape of Ken Brecher's series of programmes made for BBC Radio 4. In this series, called 'They Wouldn't Believe Me', Brecher imagines what it would have been like if his native South American Indian informant and friend Kwamuti had returned with him to Britain. British culture is seen through Kwamuti's eyes: the white liquid offering to the spirits of the house which is left on the doorstep each morning, the appalling British coldness to children and callous attitudes to the old, and the two villages, Oxford and Cambridge, which confer status and authority on all who spend time in them. As Kwamuti says, if he told his people what he had seen, 'they wouldn't believe me'.

*(c) Fieldwork (iii)*

After some experience with anthropology, an ethnographic project may be suitable, in which the student reports on some aspect of his own society and produces a written description, or even a cine or CCTV FILM: for example courtship, education, dress, parental authority, or sex roles. Even a humorous parody may be appropriate, in the style of an anthropological monograph. Whatever the form, the aim is primarily to encourage the student to objectify his or her social environment.

*(d) Ecology and Subsistence*

While not strictly anthropological, the liveliest teaching aid in this area is surely Oxfam's 'Poverty Game'. I have used this many times, with all kinds of students, and always successfully. The class is divided into 'villages' of 2-5 people which have to grow enough 'food units' to survive through a number of 'years'. The effect of weather, natural disasters, disease and malnutrition are neatly simulated, and as the game progresses the fortunes of each village rise and fall. Often there appears a downward spiral of debility as a result of disease and malnutrition, until sometimes the starvation level is reached and the villagers become refugees. Each game is different though, since each of the variables is determined by the throw of the dice.

Oxfam produce many other materials in this ares (obtainable, like the Poverty Game, from Oxfam Education Department, 274 Banbury Road, Oxford) but most of them are intended for schools rather than further education.

I mention the Poverty Game because it puts students imaginatively in a situation where sheer survival against the constraints of nature, with limited technology, is the over-riding aim. Logically, perhaps, one should present different modes of subsistence in the following order: hunting and gathering, nomadic pastoralism, shifting agriculture, settled agriculture, industrial production. However where a good teaching aid such as this is available it is probably more effective to begin with it; to establish vividly the problems of survival before turning to alternative ways of solving them.

As far as other modes of subsistence are concerned, Eskimos are a convenient subject for study as hunter-gatherers, partly because there are plenty of films and other teaching materials available, and partly because they contradict the stereotype of primitive man as naked and black. Nomadic cattle herders (unfortunately both naked and black!) are well depicted in the beautiful film 'The Nuer'.

*(e) Kinship and Marriage*

This can begin with a series of questions. How large is your family? What relative do you include? How many relatives can you count? How many do you see regularly? What is a family for? These elicit the form of the typical British 'nuclear' family; this can be contrasted with, for example, the family structure of the Nuer (Evans-Pritchard 1951), rural Greece (Campbell 1964) and East London of the 1950s (Young and Willmott 1962). It can then be seen that the modern state has taken over most of the family functions — social welfare, health care, political organisation, care of the aged, financial security and education.

*(f) Ritual*

The film 'Masai Manhood' presents in a vivid form the Masai rituals of adolescence, which can be followed by an investigation of the complete Masai age-set system and other similar systems (see for example Legesse 1973). The important notions here are of societies structured rigidly by age categories, and of the 'rites de passage' at the transition between the categories. Then we may ask: what are the British age categories? What rituals mark the transitions? How do we mark other transitions — between the years, the seasons, and social role? What are the essential features of these rituals? (See Van Gennep 1960, Leach 1961.)

*(g) Marginality*

Symbols of marginal or transitional states various cultues may be shown with colour slides: hair, special clothing and body decoration are visually striking and relevant examples. Compare these with the symbols of some marginal groups in our culture — hippies, prisoners, priests, Hell's Angels, punk rockers, Rastafarians — and with the symbols of adolescent rebellion. Visual presentation of these ideas is important, and if colour slides are not available the weekly encyclopaedia *Family of Man* (1974-6) contains a wealth of excellent photographs. I have found that this topic elicits a lively response since it raised issues that are very relevant to the 16- or 17-year-old making the transition to work and adulthood.

*(h) Sex Roles*

What sex are the following jobs: doctor, secretary, airline pilot, dustman, cook . . . . ? What sort of man/woman would you like to marry? The answers to these describe our sexual stereotypes; compares them with Margaret Mead's classic study of the Arapesh, Mundugumor and Tchambuli (1935). With males and females either 'active' or 'passive' there are four possible permutations in relationships between the sexes. Mead's three societies and our

own together display all these arrangements.

Colour slides or pictures can show unexpected sex roles: women at war, men with elaborate personal decoration, women in politics and so on. One could consider Western feminism, perhaps through copies of magazines such as *Spare Rib* (always popular with apprentice engineers, though mainly for its material of female sexual behaviour!). The Equal Opportunities Commission supplies a number of useful free leaflets about the Sex Discrimination and Equal Pay Acts. Finally the recent studies of sexism in children's books can stimulate discussion on how culture is learned (see for example Children's Rights Workshop 1975).

*(i) Rules and Meanings*

To reinforce the point that the exotic behaviour patterns of alien cultures are, like our own, governed by rational and intelligible rules, it is a good idea to concentrate on explaining one particular area of behaviour. One example I have used successfully is rules about eating. Chagnon's film 'The Feast' shows a ritual meal used to cement an alliance between two Yanomamö villages, and explains in detail the rules of procedure. This can lead to a discussion of British 'table manners', with extracts from a book of formal etiquette; or a description of the etiquette involved in informal situations such as drinking in a pub. Taken out of context, both British and Yanomamö rules seem senseless; more closely examined, both systems appear meaningful.

Many other anthropological topics are of course suitable for General Studies teaching, and this article has not touched on political systems, economics or religion, to name but a few. However I hope to have presented some ideas which may encourage further development in this field, and the further sharing of ideas and experience.

## 4. CULTURE SHOCK AND UNDERSTANDING

In conclusion, it should be said that teaching anthropology in General Studies is not easy. One of the main pitfalls is that students can easily fail to see any relevance to their own lives. I will long remember the sheer blank incomprehension on the faces of a class of 17-year-old motor mechanics after seeing 'The Feast': nothing I could do would persuade them that they had been watching anything more than a bunch of filthy, demented, loathsome savages. The external appearances were just far too difficult to penetrate. It is therefore essential to prepare carefully for an experience of this kind, or else not to let it happen at all.

Perhaps, one may say, this is simply 'culture shock', and thus a proper part of an anthropology course. But this is surely false: genuine culture shock, as experienced by the fieldworker in an alien society, is a complete disorientation from one's own culture — the inability to use any longer one's own definitions of the world. Seeing people as 'naked savages', however, is precisely the opposite experience: it merely serves to strengthen one's own definitions, and to reinforce crude stereotypes. That is *not* the way to understand other cultures.


Campbell, J. (1964), *Honour, Family and Patronage* (Oxford University Press)

Chagnon, N.A. (1968), *Yanamamö: The Fierce People* (Holt, Reinhart and Winston)

Children's Rights Workshop (1975), *Sexism in Children's Books: Facts, Figures and Guidelines* (Writers and Readers Publishing Cooperative)

Evans-Pritchard, E.E. (1951) *Kinship and Marriage among the Nuer* (Oxford University Press)

*Family of Man* (1974-76) (Marshall Cavendish Ltd.). 98-part encyclopaedia.

Leach, E. (1961) *Rethinking Anthropology* (Athlone Press)

Legesse, A. (1973) *Gada: Three Approaches to the Study of African Society* (The Free Press)

Malinowski, B. (1967) *A Diary in the Strict Sense of the Term* (Routledge and Kegan Paul)

Mead, M. (1935) *Sex and Temperament in Three Primitive Societies* (William Morrow)

SAGSET (1975) *Academic Gaming and Simulation in Education and Training* (Centre for Extension Studies, University of Loughborough)

Shirts, R.G. (1973) *Bafa-Bafa* (US Navy Personnel Research and Development Center, San Diego, California)

Smith-Bowen, E. (1954) *Return to Laughter* (Victor Gollancz)

*Spare Rib* (Spare Ribs Ltd., 27 Clerkenwell Close, London EC1). Monthly.

Van Gennep, A. (1960) *The Rites of Passage* (Routledge and Kegan Paul)

Young, M. and Willmott, P. (1962) *Family and Kinship in East London* (Penguin)


The ethnographic films cited may be hired from the Royal Anthropological Institute Film Library, Scottish Central Film Library, 16 Woodside Terrace, Glasgow G3 7XN.

## Anthropology in P.G.C.E.

**Brian Street**
**University of Sussex**

The P.G.C.E. Course in the Education Area of Sussex University has, for the past two year, included an option in Social Anthropology, taught partly by members of the Social Anthropology faculty and partly by members of the Education Area. The rationale is explained in the following course outline, that was circulated to prospective students:

> The proposed course will be looking basically at three ways in which anthropological perspectives can be used in the educational field.
>
> For the anthropologist culture itself can be seen as an educational process, composed of more or less formal elements. It is significant that in recent years "non-school knowledge", and education as a social process have begun to be discussed, and thought of as equally important to educational processes as the more formalised elements and approaches.
>
> There is a growing interest in the profession in the uses of anthropology as a subject for school teaching, in perhaps integrated studies or social studies curricula. The course will present an opportunity to examine and discuss some of the material available and the ideas behind them.
>
> Anthropologists have spent much of their time developing perspectives and methods for understanding other cultures, and there are perhaps two ways in which this experience might be used in understanding education.
>
> First, Britain is now a multi-cultural society, with indigenous racial minorities and an immigrant population. The value of anthropology here, in bridging the cultures, may be crucial.
>
> Secondly, insofar as the school itself can be seen as a social system, all pupils (and indeed all learner teachers) are in some sense 'immigrants'. Understanding school as a culture can help the student teacher recognise his own 'culture shock', and provides the practitioner with a perspective within which to understand and evaluate the school. Anthropology has also concerned itself with understanding human communities and the course will examine the relevance of anthropology to understanding the school and the educational system.

The numbers taking the course have fluctuated from 5 to 20 in different weeks, partly due to the difficulties of teaching practice organisation, but in both years a hard-core followed it through the term.

It was taught through weekly seminars of 1½ hours in which a tutor would give an introductory talk and then throw the issue open for discussion. Students were given a bibliography and expected to base their discussion on this reading.

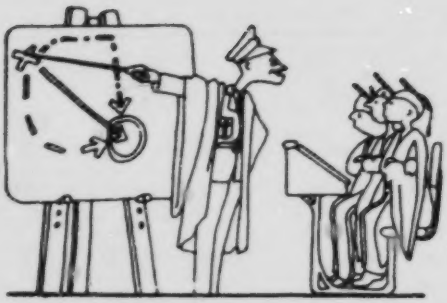
'Anthropology in the Classroom' means a number of different things. This course just concentrated on three aspects in particular, 'Anthropology in the Curriculum', 'Anthropology and the Immigrant' and 'Anthropological perspectives on Education'.

### 1. ANTHROPOLOGY IN THE CURRICULUM

A number of teachers were doing teaching practice in schools where lessons on 'other societies' were being taught. They opted to take this course in order to learn more about what is involved in such teaching, where and how it has been taught up to now, what materials and teaching aids etc. are available and what is the thinking behind anthropological work today. In the particular seminar situation students were able to learn from each other's experience as well as from the tutors'.

Anthropology, as information and ideas about society is being taught in school all of the time, whether in English literature (see Street, 1975), history, geography etc. However, in these contexts, many of the ideas about society, and 'primitive' society in particular, that have been rejected within anthropology itself may still be perpetuated. Thus one finds the persistence of 19th. century theories about Progress, Social Evoluton, 'Survivals' (that present-day 'primitive' societies represent 'survivals' of what our own society used to be like) and Racial Classification. Such theories often provide the framework for describing not only 'primitive' society but also certain groups within Britian today, notably immigrants, foreigners, people from the 'outer fringes' of the United Kingdom and those from Celtic areas. Social anthropologists, working within a more relativist view of human society, are inevitably concerned that such outmoded and potentially harmful theories should be exposed and that information and ideas about society should be communicated in schools with the benefit of the latest findings and theories. Consequently, an important element in this course was the discussion and analysis of the ideas implicit in the presentation of knowledge about society, in the classroom, in the light of contemporary anthropological work.

A central assumption of the course was that anthropological ideas are relevant not only to so-called 'primitive' society, to exotic or non-European groups and peoples, but to all societies including one's own. Thus, part of the course was specifically devoted to immigrant communities in Britain. But here too, there were dangers that the anthropologists were concerned to avoid; the study of society and thus the understanding of it, includes one's own 'normal' everyday experience and is not



# BRIEFINGS

Association for the teaching of Social Science

## No 12 Organising a Social Sciences Resources Bank for a Class or Departmental Use.

by Roland Meighan
University of Birmingham

*1. Introduction*

*ALL* teachers operate a resources bank. It may be limited to a few simple resources and rather idiosyncratic methods of storage, retrieval and indexing, but the statement holds good even if the reproduction is by chalk, the indexing is by memory, the storage a desk drawer! The principles of organising a resources collection are, therefore, systematic elaborations and extensions of what *all* teachers already do, even when their resources are limited to talk, chalk, textbooks and exercise books. It follows that the mystique that often seems to surround the organisation of resources banks is unjustified. A resource bank may be defined as an *indexed* collection of resources with a *storage* and a *retrieval system.*

*2. The Scale of the Enterprise*

This is an important question. What is being organised? Is it:

(a) a collection of resources for your own personal use,
or (b) a class resources bank,
or (c) a departmental resources bank,
or (d) a whole school or college resources centre?

The basic principles are similar in each case but the practical outcomes will often vary with scale.

*(a) Resources Centres*

Resources centres will usually have three major sections. These are:

(i) an information store
(ii) an equipment store
(iii) production facilities, or a reprographic section.

All teachers operate this way even if the information store is a collection of textbooks, the equipment store is the ledge on which the board duster rests and the reprographic section is a blackboard. The resources centre operates with a wider range of facilities in each case. A resources centre can be seen to be similar in a number of respects to a conventional book library especially in the case of the information store. School and college libraries, however, have less need of an equipment store, needing only microfiche readers, perhaps, and as regards production facilities, few libraries produce their own books. A useful book on resources centres is written by R. Mitson and M. Holder, published by Methuen Paperbacks, 1975, and entitled "Resources Centres".

*(b) Social Science Resource Banks for Class or Departmental Use*

As in the case of libraries, a resources bank presents at least three organisational tasks. These are storage, retrieval and indexing.

*(i) Storage:* In the case of class or departmental resources banks, the equipment may well be present already: shelving, cupboards and filing cabinets may often be sufficient. One four-drawer filing cabinet, a cupboard 6ft × 3ft and a unit of shelving 6ft × 6ft may be quite adequate for a start. Storage problems presented by particular resources, e.g. film strips, are worth some attention, and these will be considered in the section entitled "Which Resources?" Makeshift shelving can be made cheaply by using planks separated by housebricks.

*ii Retrieval:* Mostly retrieval will be by simple methods: eyes, arms and legs rather than machines or computers. The practical problems, therefore, are to do with signposting and labelling. The amount of sign-posting is related to a further question: Who is to use the bank? The more people using the bank the clearer the labelling has to be. Public libraries provide many good examples and a visit to one just to inspect their methods is perhaps the most practical advice that can be given in a short account like this.

*iii Indexing:* The index is perhaps the critical systematization. Class teachers and lecturers usually

**TOPIC LIST FOR SOCIAL STUDIES**

| | | | |
|---|---|---|---|
| Advertising | Economy | Law | Religion |
| Anthropology | Education | Leisure | Research |
| Attitudes | Emotions | Literacy | Revolutions |
| Authority | Entertainment | Marriage | Rituals |
| Beliefs | Environment | Medicine | Sex |
| Broadcasting | Evolution | Migration | Sex Roles |
| Careers | Family | Money | Slavery |
| Censorship | Films | Morals | Social Services |
| Class | Folklore | Myth | Socialisation |
| Communication | Freedom | Persuasion | Sport |
| Community | Future | Planning | Statistics |
| Conservation | Gambling | Police | Tax |
| Consumers | Games | Politics | Technology |
| Control | Government | Pollution | Towns |
| Crime | Groups | Population | Trade |
| Culture | Health | Poverty | Tradition |
| Customs | Housing | Prejudice | Violence |
| Death | Ideology | Press | War |
| Deviance | Industry | Prison | Welfare |
| Disaster | Industrial Relations | Property | Work |
| Dissent | International Relations | Psychology | |
| Drugs | Justice | Race | |

rely on memory as their index system. If social class is the topic to be taught, we remember tht there is a useful chapter in a textbook, a set of slides, a B.B.C. tape recording, a simulation, a set of handouts and also, perhaps, forget a few resources too. Commonly, an index commits this information to a set of cards, although there are other types of index for large scale collections and resources centres.

The choice of index needs to be made with some care. If a group is studying for GCE A-level Economics, then an index can be devised for their particular use. In this case each card in the index would be headed with one of the topics from the syllabus. One card might be headed "The Balance of Payments". The card would then carry a list of all the resource items that dealt with the balance of payments; these might be chapters in various textbooks, slides, tape recordings or any other resource. If the group is studying for GCE O-level Sociology, then appropriate headings might be "The Family"; this card would then carry information about any items in the resources collection to do with the family.

A general Social Studies or Social Sciences course would require many more topic headings than appear on a syllabus. An example of such a topic list is given above.

Some of these cards might give a cross-reference to other cards, for example, the card headed "Broadcasting" might simply state "see Mass Media" and the information about broadcasting would then be given in detail on the Mass Media card. This is identical to the normal library system of cross-indexing, and simply serves to reduce the amount of repetitive indexing.

There are other types of index. It is possible to have an index where the headings are social science concepts. Author indexes are common in libraries, although in the resources centres they are, on the whole, less useful. Libraries use a Dewey index system. If there is a collection of books using the Dewey system available, then it is possible to extend this index to cover the other resources. However, people who have tried to extend the Dewey index to other resources in this way have often found the result is not entirely satisfactory.

A very effective kind of card indexing for small and medium sized collections combines an accession index and a topics index. In the example given below, the card carries a topic heading. Down the left hand side of the card are listed the various types of resources contained in that collection, opposite each of those headings would be the accession number of any item which referred to the topic listed at the top of the card. In the case given, *Population* is the topic and we see from the index card that text books No. 4 and 9, source book No. 7, leaflets No. 1 and 12 individual unit No. 3, slide set No. 7, game No. 5 all have some information on the topic Population.

| TOPIC: Population | |
|---|---|
| Text | 4, 9 |
| Source Book | 7 |
| Leaflet | 1, 12 |
| Class/Group Set | |
| Pack/Kit | |
| Individual Unit | 3 |
| Teaching Schemes | |
| Slides/Photoplay | 7 |
| Tapes/Record | |
| Game/Simulations | 5 |
| O.H.P. | |
| People/Places | |
| Experiences | |

For a fuller account of this kind of index in use, see 'Early Retrieval from a Mixed-Media Collection' by Pat Milton in Visual Education Nov. 1975. pp. 25-27.

*3. Why Resource Banks?*

One kind of answer to the question "Why establish resources banks?" relates to the reason for setting it up in the first place. Is the intention

(a) that teachers shall teach more effectively by having access to a wider range of resources,
or (b) that pupils shall have access to resources so that they can pursue projects,
or (c) that learning shall become more and more individualised so that pupils using the resources shall gradually learn to direct their own learning.

It can be seen from these questions that a resources centre can be used for a traditional kind of purpose — to pass examinations, or for a more radical kind of purpose — to enable pupils to learn to direct their own learning. The existence of a resources centre *per se* does not tell you the educational ideology of the school concerned!

*4. Which Resources?*

One temptation is to collect resources more or less at random. An alternative is to choose certain resources and concentrate on these, ignoring the other kinds of resources available. One reason for making this decision may well be the financial resources available, e.g. With only £25 per year available, a film collection is ruled out.

The range of resources available is considerable. They include the following: text books, source books, leaflets, handouts, study packs, individual study units, slides, film strips, tape recordings, records, games, simulations, overhead projector transparencies, films, videotapes, charts, pictures, maps, museum collections. All these might be described as *static* resources. It is all too easy to forget readily available human resources, e.g. people who can come to the classroom to be interviewed. There may also be a number of places that might be visited, observed or studied. In addition, there are experiences a class can organise, whether it be an experiment on itself or a survey or observational studies of various kinds. To prevent these more *dynamic* resources being overlooked it is often useful to list them on the index cards, and the names of people or places or a brief description of an idea as an experience can be written in as a reminder of the possibilities.

As implied earlier, it is helpful to have a policy regarding the resources to be included in a particular bank. Some of the questions involved in formulating such a policy are given below.

*Book Collections*

Textbooks are a popular resource. Is it necessary to have a full class set? Would it be more desirable to have small numbers of a variety of textbooks for consultation? Resource books are often ordered in smaller numbers but the same kinds of considerations apply. Many leaflets are available free of charge so that the only problem they may present is if they are stored in large numbers, thereby taking up valuable storage space.

*Picture Collections*

Pictures are a useful resource. The problems here relate to storing and preparing. Many pictures from magazines need to be mounted on card and covered with transparent film before they are suitable for use in a resources collection. Charts present considerable problems of storage, rack systems for hanging them vertically are expensive, chests of drawers large enough to store charts flat are also expensive. Makeshift systems can be made with a plastic clothes line and large bulldog spring clips. Some resource collections have eliminated charts as a possible resource on these and other considerations. Maps present rather similar problems. In a resources centre serving a whole school or college, it would be essential to store some maps. In a social sciences collection it is possible to rely on the geography department for any maps that are required.

*'Handouts' Collection*

Duplicated handouts are another popular resource. The chief problems presented here are what exactly should be stored. Is it more convenient to store the originals and make new stencils later, or to store multiple copies of the duplicated version, or to store the stencil? The popularity of the handout may be the deciding factor. If a handout is used infrequently, it may be sufficient to store the originals. If it is used very frequently then multiple copies and the storage of the stencils may be the answer. A useful source of handouts for Social Science is the Resources Exchange organised by

A.T.S.S. and publicised in each edition of the Social Science Teacher.

*Slides and Filmstrips Collection*
Slides and film strips are often an under-used resource, yet they are relatively cheap. One way of making film strips more flexible is to take the trouble to mount them with cardboard mounts, converting them into slide sets. These slide sets may then be stored by putting them in transparent pages, 12 slides to a page. These pages may then be put together in a manilla folder complete with the teacher's notes and with the tape-recorded soundtrack, if there is one available. These manilla folders can then be stored in a conventional filing cabinet. The result is a much more flexible resource because the slides can be viewed by holding the transparencies up to the light. Students may use the slides with a daylight viewer or a battery viewer, and only if a group or a class is to use the slides will a projector be necessary. Card mounts and other supplies can be obtained from various sources. I have found the Clear Vue Projection Co., of 92 Stroud Green Road, London N.4, a cheap and reliable source by mail order. Photoplays of tape/slide sequences can be stored along with slide sets with the cassette soundtrack in the manilla envelope. (For details of Photoplay technique in Social Studies, see Visual Education, November 1975.)

*Sound and Audio Collection*
Audio resources include record, reel-to-reel tapes and cassette tapes. Some resource collections have standardised their audio resources on cassette tapes, even though there is a loss of sound quality as against record players and reel-to-reel recorders; the convenience of cassettes in a resources collection is considerable. Furthermore, if records are transferred to cassettes, the original records can be kept in a near perfect condition, in case duplicate tapes are necessary at some stage. Cassette recorders are generally more convenient to use than the heavier reel recorders or record players. The magazine Which? provides some useful reports on equipment and tapes.

*Games and Simulations*
Most of the cheaper games and simulations, ranging from 75p to £2. like 'Tenement' from Shelter or 'Greenham District Council' from Community Service Volunteers are easily and conveniently stored in a manilla card enveloped and these slot into a filing cabinet drawer or they can be stored on a shelf or in a box. The more expensive games like 'Blacks and Whites', at over £5, come in boxes and can conveniently be stored on shelves or in cupboards. Home-made games and simulations, tending to be more modest in design, also fit into manilla card envelopes. Occasionally there are problems, e.g. the Coca Cola Environment simulations has a display board and magnetic pieces which may have to be stored away from the main collection but if their location is clearly indicated in the manilla folder, this causes little inconvenience. Useful sources of games and simulations are given in the special edition of Social Science Teacher on Games and Simulations. Vol. 6 No. 1 October 1976.

*Overhead Projector Transparencies*
Many O.H.P. transparencies are home-made though there are a few useful commercial sets e.g. The Black Experience form Milliken. In each case, the use of cardboard mounts increases the life and utility of transparencies and allows them to be stored upright in racks. A useful makeshift is a record rack. Other systems have been devised with a string 'washing line' and bulldog clips! The methods of making transparencies through heat copying to the complications of permanent and non-permanent felt pens are covered in a useful book, A Guide to the Overhead Projector by L.S. Powell.

*Study Folders*
The possibilities of study folders have been discussed in two earlier Briefings, No. 2 'Individual Study Folders' which appeared in the Social Science Teacher Vol. 5 No. 2 February 1976 and No. 10 'A Case Study in Independent Learning: An 'A' Level Economics Course' which appeared in Vol. 7 No. 2 December 1977. Most folders fit into manilla card envelopes of the size that fit into filing cabinet drawers and these are easily transferred to a box if they are to be used in a classroom or elsewhere.

*Kits and Curriculum Projects*
Commercially produced study kits can pose problems. Should they be kept as an entity or the components, slides, simulations, charts, leaflets etc., be split up. Careful cross indexing should cope with the problem whichever decision is made and there is something to be said for judging each case on its merits rather than having a rigid rule. Curriculum projects like the Man A Course of Study scheme, Schools Council Integrated Studies Project and the Childwall Project pose the same kind of problem and the same advice may apply. A guide to the curriculum projects in current use can be found in the special edition of the Social Science Teacher on Projects and Textbooks, Vol. 5 No. 4 June 1976.

*Other Possibilities*
More ambitious resources banks may include 16 mm and/or 8 mm films, video tapes and a museum collection of anthropological or historical material e.g. masks, early implements, models of eskimo kyaks and the like. Clearly more ambitious resources create more storage problems and a visit to a local museum collection will yield ideas of how to cope.

## Production Facilities: The Reprographics Section

The possibilities for reproduction of material increase yearly with technological developments. They include:
1. Typing
2. Spirit Duplicating

3. Ink Duplicating
4. Offset Litho printing
5. Photocopying
6. Episcopes used for chart preparation
7. Tape recorders
8. Photography
9. C.C.T.V.
10. O.H.P. transparency

These facilities are likely to be organised on a school or college basis with perhaps one or more of the facilities, e.g. spirit duplicating, available on a departmental basis. A useful discussion of the problems and possibilities can be located in this publication: Reprographics in Practice by J.B. Young published by Visual Education Books. (E.F.V.A.).

## Upkeep, Maintenance and Day-to-Day Running

The day-to-day running of a resources bank presents some problems to be solved.
(a) *Wear and Tear.* Some losses, damage and aging of material has to be expected. A booking-out system of some kind helps reduce losses and the existing school or college library system can often be extended to cope. The careful mounting of material e.g. slides, transparencies and the protection of pictures and cuttings by mounting on card and/or covering with clear film has proved to be worth the effort and costs in many cases.
(b) *Identifying Gaps in the Resources.* It is tempting to rely on memory when someone asks for material on a topic and the resources bank proves to have nothing suitable. But six months later when ordering takes place, memory may prove fallible. A note scribbled on scrap paper and put in a file or a box takes little time and makes the monitoring of gaps more systematic.

(c) *Too Much Material?* The prospect of too much material may raise hollow laughs in some hard pressed schools and colleges, yet over several years, the systematic accummulation of items can create such a problem either as a general overstocking or as a heavy stock of material on a particular theme. Sooner or later some material needs scrapping. The development of a *selective* archive may be one consideration. A collection of adverts or news items that have dated, may prove a valuable archive item to illustrate social change five years from now. Review and revision of material along with new ordering and the creation of archive material probably needs to be done annually as part of a regular stocktaking event.
(d) *Pupils Work Contributing to the Resources Bank.* So much of the output of 'the learners' activity is for one pair of eyes — the teacher's or lecturer's — and yet much of it is worth a wider audience. The selective acquisition of students' work as resource items is worth consideration. It helps build up the bank of items, it recognises the worth of students' efforts and therefore motivates, and it rekindles the notion of co-operative learning from each other, so effectively extinguished by external examination systems.

## Resources that are Free or Cheap

In many smaller schools and colleges the problems of attempting to provide adequate resources with limited money, inadequate facilities, few reprographic facilities, and no special time allocation for this work, remains. In many smaller Secondary Schools teacher/librarians already find it difficult to cope with even the small school library which is often all that exists. The rising price of books and the use of kits and packs which include matieral with a short life span makes the problems more severe.

One long term solution is increased capitation allowances or a review of methods of financing educational expenditure. In the short term we have to manage somehow. One type of resource is the large amount of free material still, even in these times available for the asking.

Recent increases in the costs of printing and postage have meant that some former major suppliers of free material have ceased altogether (e.g. Cadbury Schweppes Ltd.). Others are cutting down on the amount of material they supply and the enclosed s.a.e. when requesting material is now no longer a politeness but rather a crucial matter if you want a reply!

It is, however, still possible to obtain considerable amounts of free material, especially for Social Studies in Secondary Schools, and to store it in the Resources Bank so that it works its keep.

A carefully worded duplicated letter from a teacher or lecturer stating how the material is to be used, can produce a favourable response. Requests from pupils are less likely to receive a welcome, these days.

Amongst the sources are embassies, industrial concerns, political parties, charities, and pressure groups. The material from political parties can be combined with pressure group literature, e.g. the Electoral Reform Society, to make kits on Political Studies.

There are some growth areas for free materials, e.g. Charities and Pressure Groups. Unexpected sources can provide useful teaching material. Literature from the Voluntary Euthanasia Society, the National Viewers and Listeners Association, and League Against Cruel Sports, or the Lord's Day Observance Society can be stimulating.

The most useful source of names and addresses is *"Whitaker's Almanac"* to be found in the Reference Seciton of every public, if not school, library. Trades Unions and Embassies are listed as well as a large number of "Societies and Organisations". The *"Treasure Chest for Teachers"* is a good basic source. A number of publications present a comprehensive list of sources relating to a particular area or topic. *"The Bulletin of Environmental Education"* published by the Town and Country Planning Association and *"The Development*

*Puzzle*" available from the Voluntary Committee on Overseas Aid and Development, are well known publications in this field. The Yearbook edition of Visual Education is another useful source. With comparatively little expense, an impressive collection of folders or boxes can be developed in this way.

## READING AND REFERENCES


Coppen H. (1969) *Aids to Teaching and Learning.* Pergamon.

Education Foundation for Visual Aids (E.F.V.A.) 254 Belsize Road, London NW6 4BY.

Lamb B. (1976) *Filmstrip and Slide Projectors in Teaching and Training.* Visual Education Books.

Lyver D. (1977) *Retrieval Systems for Audio Visual Aids.* Visual Education. Dec. 1977.

Meighan R. (1976) *Individual Study Folders.* Social Science Teacher. Vol. 5, No. 2.

Milton P. (1975) *Easy Retrieval from a Mixed Media Collection.* Visual Education Nov. 1975.

Mitson R. and Holder M. (1975) *Resources Centres.* Methuen.

Negus P. (1977) *A Case Study in Independent Learning: An 'A' Level Economics Course.* Social Science Teacher Vol. 7, No. 2

Powell L.S. (1975) *A Guide to the Overhead Projector.* BACIE.

Visual Education. published monthly at 50p from 254 Belsize Road, London NW6 4 BY.

Young, J.B. (1977) *Reprographics in Practice.* Visual Education Books.



The Briefings Series is edited by Roland Meighan, Faculty of Education, University of Birmingham, Birmingham B15 2TT, England.



Copyright 1978 by A.T.S.S. Reproduction in part or whole without written permission is strictly prohibited. All rights reserved.

confined to exotic, minority or unusual groups. Thus anthropology in the classroom can focus on suburban family life, on the classroom itself as a social situation or on contexts in which immigrants are encountered not so much in their role as 'immigrant' but in their everyday roles as neighbour, colleague, pupil etc.

This part of the course, then, involved considerable theoretical discussion as to what was involved in different views of society. It was, however, related to the practical experience of the student teachers, since they encountered situations in their teaching practice (and elsewhere) that constantly called for some analysis in these terms. In everyday life analysis is being undertaken all the time, though often implicitly. What the anthropologists hoped to do was to make it more explicit, so that it could be examined more adequately and to help teachers to introduce this practice into the classroom. One teacher, for instance, encountered considerable discussion in his school on the I.Q. debate and 'streaming', with particular reference to immigrant pupils. The cross-cultural perspective offered by anthropology was obviously of practical relevance in this context.

Having examined something of what is involved in teaching about society in the classroom, and its importance, the course then considered what materials, teaching aids etc. were currently avaialble. This is particularly important in situations where teachers, with little experience of anthropology, are asked by their schools to teach courses in comparative social studies, on immigrant communities etc., which appears to be becoming more frequent practice. A bibliography is appended, but readers are recommended to consult Joan Bulmer's *Guide to the Teaching of Anthropology in Schools and Colleges,* which was not available at the time. We used the *RAI Teaching Resources Guide,* which is particularly helpful with regard to film and slide material and deals with the practical problems of availability, finance, Institutional back-up (Community Relatons Commission, Runnymede Trust etc.) and the pooling of the kind of experience being acquired by student teachers on this course with regard to school, pupil and community interest.

## 2. ANTHROPOLOGY AND THE IMMIGRANT

The anthropologist has a particular perspective on immigrant communities. He sees them primarily as social groups, like any others that he studies, rather than as social 'problems'. His first questions are thus not concerned with the political issues of 'assimilation', 'integration' or 'repatriation' etc. but with the intellectual issues of how best these groups can be understood, how far they can be separated out as 'groups' at all, what collective conceptions of their world they have, how their experience of migration and ties with a community of origin affect their social ties now and so forth. The fact that the descendants of immigrant groups, though resident in Britain for generations, are sometimes considered by other members of the society as a 'problem', itself needs analysing in the way that the dynamics of groups relations and perceptions are studied by the anthropologist in any other part of the world.

The course, then, attempted to familiarise students with those techniques and concepts of anthropology most relevant to their understanding of pupils in a multi-cultural society and considered how the study of particular groups in this way (not just 'immigrants') can help in understanding school and society more generally. For instance, there was some discussion of the way in which I.Q. tests are culture-loaded, how people who classify the world in different ways will answer questions differently.

In one session the group attempted a simulation of a School Committee faced with a request to take a sudden large influx of Asian pupils expelled from East Africa. The group considered particularly what might be involved in designing appropriate curricula in such a situation and what the role of the school might be with regard to parents as well as pupils in this situation. This raised issues about the nature and purposes of education on which cross-cultural comparison helped to throw some light.

## 3. ANTHROPOLOGICAL PERSPECTIVES ON EDUCATION

Cross-cultural comparisons of the Educational process raise questions about the ways in which particular societies conceive of 'the child' and of 'knowledge', and how they organise the socialisation of succeeding generations. The course looked at English assumptions regarding the 'innocence of childhood'. Using ethnographic material from a number of areas, notably in the writings on education of the anthropologist Margaret Mead, we then considered the nature of the educational process and looked at schools as cultural and historical products of our society, in contrast with alternative forms of educational ideology and organisation.

An analogy can be drawn between the anthropologist's field experience in a different society and the school teacher's experience of the classroom. One session in particular discussed in the light of school experience what place anthropological approaches might have in the life of the teacher (and of the pupil), what light they might throw for instance on the structure of relations between teacher and pupil and on the classroom as a social situation in its own right and in relation to the larger system of which it is a part.

Within the current educational framework of our own society we then examined the issues behind the 'anti-cultural deprivation' lobby's emphasis on separate cultures rather than separate classes in understanding representations of educational 'failure'. This involved discussion of the work of Bernstein focussing on his analysis of language/culture differences within one society and whether these can validly be compared with such differences between different societies that have traditionally been analysed by anthropologists.

The course this year has concentrated more on these latter perspectives. The intellectual study of the bases of knowledge and the analysis of knowledge as a cultural product, defined differently by different societies or by different groups within one society, is an area where anthropologists might well contribute much to educationalists. Thus Horton's 'African Traditional Thought and Western Science' can be placed alongside Bernsteins's notions of 'visible and invisible pedagogy' and the question arises how different kinds of knowledge are related to different styles of getting to know. The transmission mode of school and of university, for instance, are compared in our own society and considered in the light of current conceptions of what knowledge is and how it should be imparted at different stages of the learning cycle.

The course is, then, unashamedly theoretical, on the premise that what is of primary importance for teachers in the classroom is how they think about what they are doing there. The teachers of the course were interested to explore how the different perspectives developed within social anthropology can help to illuminate the teacher's understandin g of his practice.

Last year the course was taught by Paul Yates of the Education Area and Brian Street of the Anthropology Subject Group, the latter concentrating on the "Anthropology in the Curriculum" section. This year Paul Yates alone is teaching the course and I am grateful to him for giving me much of the information on which this article is based.

*Bibliography*


1. ANTHROPOLOGY IN THE CURRICULUM

Bulmer, J. *Guide to the Teaching of Anthropology in Schools and Colleges.* SOAS, Extramural Division.

Dufour, B. & Lawton, B. *The New Social Studies.*

Firth, R. *"Anthropology within and without the Ivory Towers"* Journal of the Anthropological Society of Oxford, Vol. 2, No. 1. 1973.

Pocock, D. *Teach Yourself Understanding Social Anthropology.*

Royal Anthropological Society *Teaching Resources Guide*

Street, B.V. *The Savage in Literature, "Anthropology Outside the Classroom"* Journal of the Anthropological Society of Oxford, Vol. 6, No. 1. 1975.

Social Science Teacher Special Issue on Anthropology in the Classroom, Vol. 3, No. 1. 1973.

2. ANTHROPOLOGY AND THE IMMIGRANT

Coard, B. *How the West Indian Child is made educationally sub-normal in the British School System.*

Channan, G. & Gilchrist, L. *What School is For.*

Henry, J. *Culture Against Man.*

Reynolds, J. & Skilbeck, M. *Culture and the Classroom.*

Rex, J. & Moore, R. *Race, Community and Conflict — a study of Sparkbrook.*

McNeal, J. & Rogers, M. (eds) *The Multi-Racial School.*

Ghuman, P.S. *The Cultural Context of Thinking — a comparative study of Punjabi and English boys.*

Baxter, M. & Sansom, B. (eds) *Race and Social Difference.*

Taylor, J.H. *The Halfway Generation (A Study of Asian youths in Newcastle-Upon-Tyne)*

Richardson, K. & Spears, D. (eds) *Race, Culture and Intelligence.*

Community Relations Commission education for a Multi-Cultural Society 1. Syllabuses 1970, 2. Language 1970, 3. World Religions 1972

Beetham, D. *Immigrant School Leavers*

Hawkes, N. *Immigrant Children in British Schools*

Hiro, D. *Black British, White British*

3. ANTHROPOLOGICAL PERSPECTIVES ON EDUCATION

Bronfenbenner, U. *Two Worlds of Childhood: USA & USSR.*

Aries, P. *'Two Concepts of childhood'* in Musgrave, P.W. (ed) *Sociology History and Education.*

Greven, P.J. *Child Rearing Concepts 1628-1861.* Historical Sources.

Rousseau, J.J. *Emile.*

Blake, W. *Songs of Innocence and Experience.*

Mead, M. *'Our Educational Emphases in Primitive Perspective'* in Keddie, N. (ed) *Tinker, Tailor. Growing up in New Guinea* (especially introduction).

Robinson, P. *Education and Poverty.*

Kenyatta, J. *Facing Mount Kenya. Ch. V.* (on Education.)

Dumont, R. & Wax, M. *'Cherokee School Society and the Inter-Cultural Classroom'* in B. Cosin et. al. *School and Society; a Sociological Reader.*

Labov, W. *'The Logic of Non-Standard English,* in Keddie, N. op. cit.

Bernstein, B. & Henderson, D. *Language to Socialisation* in Eggleston, J. (ed) *Contemporary Research in the Sociology of Education.*

Horton, R. *'African Traditional Thought and Western Science'* in B. Wilson (ed) *Rationality.*

## O and A Levels in Anthropology?

**Michael Sallnow**
**London School of Economics**

The contributors to this edition of SST, writing from their various perspectives of professional experience, concur on one general point: that social anthropology can inject a new vitality into the humanities, social studies, and general studies in schools and F.E. colleges. It appears already to be widely used as an ingredient in a range of curricula. The question inevitably arises: should social anthropology in schools mean more than this? Should it, with the blessing of the Examining Boards, take its place alongside sociology and economics as an examinable social science?

The International Baccalaureate offers an A level in social anthropology with a syllabus loosely based on a first year undergraduate course, and this is taught at a number of institutions in Britain. But to the best of my knowledge, none of the 8 GCE Boards or 14 CSE Boards offers a Mode I syllabus in social anthropology. There are, of course, several schools operating Mode III syllabuses in the subject, including at least one A level (Great Baddow Comprehensive School, Chelmsford, whose syllabus was approved by the Cambridge Local Examinations Syndicate and was first examined in 1977). Four of the GCE Boards offer sociology at O or A level, but only one of these syllabuses — the new University of London A level sociology syllabus, to be examined for the first time in June — contains a significant amount of anthropology. Of the many CSE sociology or social studies syllabuses, only 4 (Associated Lancs, East Anglia, Welsh Joint and MREB) enjoin any comparative perspective on human society. The majority of sociology syllabuses, it appears, concentrate exclusively on British society.

Obviously, such a narrow, parochial view of 'the proper study of mankind' is lamentable. But Examining Boards are reluctant to introduce new syllabuses unless there is a clear demand for them from a sizeable number of schools and those Boards which already offer sociology feel that the addition of social anthropology would be something of a luxury. One GCE Board which does not as yet offer a social science syllabus, Oxford and Cambridge, is interested in principle in the idea of A level anthropology or comparative sociology — but again, would draw up such a syllabus only in response to teacher demand.

Broadly speaking, then, it seems that both the future and the form of social anthropology in schools will be determined by the schools themselves. Indeed, professional social anthropologists in Britain have done little until recently to nurture the enthusiasm of anthropologically-inclined teachers. Some anthropologists were frankly worried about the consequences of the transfer of the subject to schools; it was claimed that anthropology was culturally disorientating and might be psychologically dangerous when taught to impressionable adolescents. British sociologists, despite the supposedly subversive nature of their discipline (or perhaps because of it!) were on the whole less reticent, and sociology became established in schools effectively as a sub-university specialism. It was sociology, rather than anthropology, which benefitted from the expansion of social science in education in the 60s, and in several of the new universities anthropology was subsumed — institutionally at least — under the rubric of its sister science. It is interesting to note in this connection that the sociologists of Manchester University broke away in the late 60s from their parent Department of Anthropology with which they had been linked since its establishment in 1949. Sociology had come of age and was everywhere proclaiming its independence. It rapidly gained a purchase at all levels in the educational system during the 60s — a mixed blessing, perhaps, since it was therefore readily available as a scapegoat for the 'troubles' at the close of the decade.

The growth of sociology in the 60s might thus be partly responsible for its somewhat tarnished reputation in the public eye in the 70s. Social anthropology, by contrast — a discipline fit, after all, for a future monarch! — has been growing ever more popular, with television series, books and part-works flooding the market. With very little stimulus from academics themselves, teachers have been quick to seize upon the potential of the subject in relation to their own concerns in the classroom. If school sociology percolated down from the universities in the 60s, all the indications are that schools anthropology has been developing independently of the universities throughout the 70s. Though some anthropologists might regret the consequent lack of control over the use of their materials, I believe that the enterprise of teachers in this respect is wholly welcome. Academic anthropology is in effect being cut and tailored to meet the needs of an increasingly diverse school population, without the heavy hand of the university attempting to fashion the syllabus in order to dovetail with undergraduate courses. The tendency has been to treat anthropology as a resource, and anthropologists themselves as 'consultants', rather than to regard the subject as one which must always and everywhere be 'taught' in a prescribed manner. Inevitably, however, if its popularity increases at the present rate, it will become institutionalised in the school system in one form or another. The greatest danger is that social anthropology in schools will come to be seen as an alternative to — and will therefore compete with — sociology.

The historical reasons for the division between anthropology and sociology are complex. Both

form part of the legacy of the Enlightenment: sociology developed out of a concern to reconstitute Western society on a rational scientific basis, while social anthropology has its roots in the attempts in the last century to apply Darwinian theories to human societies. Today, however, the distinction has more to do with politics than with practice. Both sociology and anthropology acknowledge the Trinity of Marx, Weber and Durkheim; both contributed to the rise of structural-functionalism; both use the same tool-kit of research methods; and neither has a monopoly over the study of Western or non-Western societies. To be sure, there are differences in perspective and analytical style, but I would contend that these differences are irrelevant from the point of view of school social science. To transfer the institutional distinction between the two disciplines from the university to the school, to make it as immutable as that between, say, physics and chemistry, would have the effect of impoverishing both subjects. School social science would be 'carved up', sociology dealing with Western society and sterile theoretical issues while 'exotic' societies and comparative studies are consigned to the anthropology syllabus. It might be argued by academic anthropologists that the introduction of a specialist A level in anthropology would improve the quality of university applicants for the subject. But because of its inevitable complementarity with sociology, and of the need to mark out a distinct subject area in the school curriculum in relation to sociology, it is likely that it would tend to narrow, rather than broaden, the outlook of students by resurrecting and preserving the colonial image of anthropology as the study of primitives.

My plea is hardly an original one — an integrated GCE syllabus drawing on the combined strengths of the sociological and anthropological traditions but eschewing any disciplinary affiliation. The new London A level sociology syllabus goes some way in this direction, but the breakthrough will be postponed until the title 'sociology' is dropped altogether and replaced with 'comparative social science', or simply 'social science'. Comparative ethnography, social theory and studies of contemporary social issues could then be fruitfully united in a single syllabus which on the one hand would enable university applicants to make an informed decision as to which subject he wishes to pursue and on the other would equip the student *not* proceeding to higher education with a broad, general perspective on the social sciences.

I do not underestimate the problems involved in bringing about this change. Some anthropologists undoubtedly feel that A level anthropology is the next logical step. Many sociologists, both in the universities and in the schools, would be loathe to see their subject 'diluted'. But perhaps the most formidable barrier is the overwhelming emphasis on sociology in teacher education. Until sociology and anthropology are united on equal terms in the colleges and departments of education, there is little hope for their integration in schools.

Up to now, those of us involved in schools anthropology have been mainly concerned to make good the lack of suitable teaching materials in the area. Obviously this must continue, not only at the lower secondary level where there are more possibilities for innovation, but also at the more problematic middle school level. At the same time, however, we should address ourselves to the twin problems of examination syllabuses and teacher education. The introduction of GCE examinations in anthropology would in my opinion be a mistake. Our emphasis should be on the integration rather than on the separation of the social science syllabuses in schools, and on later rather than earlier specialisation. But the integration of sociology and anthropology in the classroom can be brought about only by a teaching force sensitive to the strengths and weaknesses of both traditions.

Additional news item continued from Page 6

**The Royal Anthropological Institute**
**Publications of interest to teachers**

| | |
|---|---|
| Teachers' Resource Guide | £1.50 including postage |
| Tape/Filmstrip Set 'Food — an Anthropological Approach' inspired by the ideas of Mary Douglas and Edmund Leach | £10.00 including postage (comprises 2 cassettes, 2 colour filmstrips, teacher's notes) |
| RAIN (RAI News) | £1 p.a. through membership of the Institute |

The Institute's Film Lending Library, extensively used by schools, is managed by the Scottish Central Film Library, 16 Woodside Terrace, Glasgow 3 (tel. 041–332 9988). For details of Fellowship (£16 p.a. including free mailing of *Man* and *RAIN*) write to the Royal Anthropological Institute, 56 Queen Anne Street, London W1M 9LA. Telephone 01–486 6832.

# The Social Construction of Ethnic Identity — Everyone Has Scripts

by Edith W. King
**Professor of Educational Sociology**
**University of Denver, U.S.A.**

This paper was presented at the A.T.S.S. Conference at Leeds, England, September 16-18, 1977.

A decade ago hardly anyone was concerned with ethnicity, let alone one's personal heritage. In recent years a dramatic change has occurred. Alex Haley's *Roots* appeared; first as a book, then as a unique serialized television program. *Roots* swept across the United States to heighten Americans' sensitivity to the fact that we all have "roots". We are all ethnics. Suddenly ethnic awareness is not just for minorities, not just for the Blacks, or the Mexican Americans, or the Native Americans, or the white ethnics. Ethnicity belongs to everyone. Every person has an ethnic identity, a heritage that shapes a person's attitudes, values, tastes, habits and choices in everyday life. The recognition of this ethnic identity varies in degree from person to person, as does the awareness of the influence of ethnicity in one's day to day interactions. Even more startling is the fact that awareness of one's ethnicity changes with the passage of time, with geographic location, with upward or downward social mobility, with one's business and social contacts. As Andrew Greeley puts it, ethnic identity is the place one puts oneself on the ethnic "chart". (Greeley, 1974).

Here, a brief example will make more explicit and concrete this rather ephemeral concept of the dynamics of ethnic identity. To provide such an example, we describe some characteristic of a colleague, a talented sociologist who is rapidly gaining recognition for his investigations of ethnicity in American life. This colleague's last name is identifiably Irish. Yet he includes within his family heritage, ancestors of Scottish, Welsh, French and Cherokee descent. Growing up in Major Daly's Chicago in a predominantly Irish Catholic neighborhood he found that early in his life the Irish element of his ethnic identity was emphasized and heightened. He heard himself referred to in school as "that little Irish boy, Mic.....", even though he gave slight recognition to being Irish in his personal awareness and self image. He grew up, went away to college, married, had children, completed his doctorate and returned to Chicago. He accepted a position at one of the country's leading social research centers, working with a famous Irish Catholic priest, who is a recognized leader in America's resurgence of ethnic awareness. Now for this sociologist his Irish American ethnic identification is an important hallmark, enhancing the recognition of his professional writing and research. In a field that promotes ethnicity, his personal history of a strong and recognized white ethnic affiliation adds to his stature as a sociologist engaged in ethnic studies. In this example we have demonstrated that ethnic identity is a dynamic and changing force in a person's life, effected by many variables including the passage of time, the location one is at, and one's business or professional situation.

At this point an attempt to define ethnicity, ethnic identity, ethnic group is appropriate. By *ethnicity* we mean a sense of peoplehood, a sense of commonality derived from kinship patterns that include a shared historical past, common experiences, religious affiliations, a common linguistic heritage, as well as shared values, attitudes, perceptions, mores and folkways. *Ethnic identity* we define as the personal dimension of ethnicity or how one identifies oneself. A person is an ethnic if he or she chooses to be called one. An individual is open to choose among ethnic preferences, whether these ethnic affiliations are inherited or acquired by marriage. It is not unusual for a woman in American society to marry and take on an ethnic name. She may move to a different community where her ethnic identity is assumed by those who meet her because of her acquired name. She makes a concerted effort to learn how to cook the ethnic dishes of her acquired heritage and become familiar with the customs, traditions, festivals and holidays of that heritage. Her friends ar shocked and surprised one day when they find out by accident that she was not born an ethnic, just married to one!

An *ethnic group* is a group of people within a larger society which has a common ancestry and history, may still use the language or phrases and words of the language of that group of people, and practice the customs and traditions of that group of people in various forms. While an *ethnic minority group* is an ethnic group that has unique physical characteristics which makes its members easily identifiable and hence they often become victims of discrimination and prejudice in the broader society.

## THE PERSISTENT QUALITY OF ETHNICITY

We have pointed out that ethnicity influences our daily life. Another interesting aspect of ethnicity is its quality of persistence. Somehow, once the individual recognizes and declares a specific ethnic affiliation, this heritage is often carried on and on through the family tradition from generation to generation. True, the customs and folkways may experience cultural diffusion, forms of variation and mutation, but the core of ethnic identity is still recognizable. Ethnic scholars, particulary sociologists have noted this in their writings not only in examining American ethnicity, but in

transnational contexts, as well. Here are two such documentations of the persistent quality of ethnicity written a number of years apart and taken from the social commentaries of both American and British social scientists.

In 1963, Nathan Glaser and Daniel Moynihan published their famous study of ethnic groups in New York City, titled *Beyond the Melting Pot*. This study looked at Blacks, Puerto Ricans, Jews, Italians and Irish in New York City. In the 1970 reissue of the volume, they state:

> In Beyond the Melting Pot, we suggested that ethnic groups, owing to their distinctive historical experiences, their cultures and skills, the time of their arrival and the economic situation they met, developed distinctive economic, political and cultural patterns. As the old culture fell away — and it did rapidly enough — a new one, shaped by the distinctive experiences of life in America was formed and a new identity was created. Italian-Americans might share precious little with Italians in Italy, but in America they were a distinctive group that maintained itself, was identifiable and gave something to those who were identified with it, just as it also gave burdens that those in the group had to bear. (Glazer and Moynihan, 1970.)

Compare this statement about Italian Americans in New York with the observations of two British race relations experts about West Indians in Britain. From an article in the June, 1977 *New Society*, a well known British journal of social commentary, Roger Ballard and Geoffrey Driver discuss what they term "The Ethnic Approach". They say:

> When West Indians first came to Britain as migrant workers in the 1950s, it seemed to many that they were black Englishmen and English-women. Their own group interests and identities were often suppressed by the needs of the moment. Now both they, and especially their children, are developing and demonstrating more open hallmarks of their ethnic affiliation, of their experience of being West Indians in Britain. For example, in Jamaica, Rastafarianism was a quasi-religious cult with back-to-Africa black nationalist ideas. In Britain, Rasta is now the means of *emotional and physical support to a generation of black youths who seek roots.* (emphasis E.W.K.) (Ballard and Driver, 1977).

We hasten to point out that West Indians are characterized as an *ethnic minority* group in Britain, while Italian Americans are usually designated as an *ethnic* group. This may appear as a crucial difference effecting the persistence of ethnicity by reinforcing it with racial discrimination. Yet, in their article "The Ethnic Approach" Ballard and Driver make a strong case for the positive vitality of ethnic minority affiliations, emphasizing the point that many ethnic groups exhibit the desire to reinforce their ethnic identity in a diverse society.

It is quite obvious that the persistence of ethnic identification in contemporary pluralistic societies is due to both negative and positive factors. When the primary reason for group affiliation is hostility from the majority group, it is inevitable that ethnicity seems more to confirm and constrict the individual than provide opportunities and enhance the quality of life. But people are usually drawn to ethnic identification because of the advantages it offers. The ethnic group can be a buffer between the individual and the broader society. Individuals use ethnicity as a filter for forming their opinions, their tastes, their values, and their habit patterns. Ethnic affiliations function to organize interactions among individuals and groups of people, whether on social, economic, political or religious lines. In this introduction we have tried to show how ethnicity is really a central force in socialization, a force that is at work over time as well as space.

## THE SOCIAL CONSTRUCTION OF ETHNIC IDENTITY

As we examine more thoroughly the phenomenon of ethnic identity, questions about the authenticity or "true" reality of the social world the individual inhabits come up. It seems appropriate and worthwhile to examine the theory developed around the social construction of reality and to apply it to the meaning of ethnicity and ethnic identity. The leading proponents on the topic of the social construction of reality are Peter Berger and Thomas Luckmann. From their writings will be drawn ideas and insights to clarify just what is meant by the social construction of ethnic identity.

Berger and Luckmann content that the reality of everyday life presents itself to us as a world we share with others. We share a common sense about what is reality and therefore our everyday life is characterized by a taken-for-granted reality. But human beings are unique among living creatures, for they can experience and exist in several, two or more, provinces of meaning, or taken-for-granted realities. These can be enclaves within the paramont reality. The example of the theatre is given as an excellent illustration. Berger and Luckmann write:

> The transition between realities is marked by the rising and falling of the curtain. As the curtain rises, the spectator is "transported into another world", with its own meanings and an order that may or may not have much to do with the order of everyday life. As the curtain falls, the spectator "returns to reality." (Berger and Luckmann, p.25, 1966).

So it can be with one's ethnic identity. Within the ethnic group, with one's compatriots, the taken for-granted world calls for a specific conduct, use of language, referents, mutual affinities and antipathies that are implicit and unspoken. These ways are mutually shared with others of the same ethnic and racial affiliations. The same individual

functions within the majority society in the taken-for-granted reality of the super market, the street traffic, and daily newspaper reading. Common habit patterns take over to guide conduct. One pays the price posted and does not bargain with the cashier at the supermarket; one goes on the "green" light and halts on the "red" not chancing the traffic just because no cars are apparent. one comprehends the news story on the front page about rising food prices. We exist in shifting cultural continuities ever from childhood.

Young children leave their homes each day where they function in the taken-for-granted reality of their ethnic affiliations, to go to the majority society (Anglo-oriented) school. Children perform their roles as students in the school for approximately six hours each day adhering to the shared meanings of the broader American society, standing in lines as the move from room to room (often in a line for girls and one for boys); reading their basal readers in English; passively listening to teachers directions and discussions filled with references to the general American heritage; joining in the celebration of the holidays of the majority group — Christmas, Valentine's Day, Halloween, Easter. Many children just as docilely and contently, return home, sometimes to "their section of town", to resume life in the ethnic group with its own cultural patterns, traditions, perhaps even different language for the rest of the day and night. This represents one aspect of the social construction of ethnic identity. Reality is being a marginal person living with two everyday realities, one at school, one at home. This is not necessarily deleterious. It is just that we have not been aware or recognized that people frequently live sharing several provinces of finite meanings. Especially for school children, educators and teachers are want to declare that if a child's ethnic affiliations are not of the majority society, there are bound to be cultural "differences", that to educators of the majority society really mean cultural *disadvantages*.

Let us look at another aspect of the social construction of reality and its implications for ethnic identity. We say that our view of reality, of the world, helps us to make sense of our experiences. We interprete social events in light of the social meanings we attach to them. Here our ethnic identification and ethnic affiliation comes forth to interprete the meaning of everyday occurances. And this can be viewed in widely differing ways due to ethnic group affiliation.

For example, if in recent times you asked a young child of majority group affilations, of predominantly Anglo ethnic backgrounds, "Who are you, dear?" The child might reply, "I am Mary Smith," or "I am Johnnie Jones." But if you asked the same question of a young Black in the urban ghetto of New York or Trenton, New Jersey, you might receive the reply, "I am *Black* and beautiful!".

Or take the commonly used remark heard not infrequently in some circles of high school youth, "Watchout! buddy! or he will Jew you down." Just a remark, a gentle caution to many teenagers, but an ethnic insult, a real "put down" for a Jewish youngster. An American Jewish teenager remarked "When I first heard that statement it burned in my ears, and I couldn't forget it for weeks and weeks. I took it as a personal insult!" So subtle is our ethnic identity, so unconsciously do we carry it, that when everyday speech, common talk impinges on us to raise our ethnic consciousness we are caught off guard.

## PRIMARY AND SECONDARY SOCIALIZATION AND ETHNIC IDENTITY

Every person is born into a human group where he or she is shaped or socialized by those significant others that surround the individual in childhood. (Mead, 1934) This childrearing or socialization makes the individual into a member of society. Through socialization, social constructions (or in other words, social reality) are internalized by the individual. Hence the individual's self perceptions and identity are being formed through his or her encounters with everyday life.

Berger and Luckmann state that significant others (often one's parents) interprete the meanings of experience in the social world to the child. "Thus the lower-class child not only absorbs a lower-class perspective of the social world, he absorbs it in the idosyncratic coloration given it by his parents". They point out that the lower class child will not only come to inhabit a world greatly different from that of an upper-class child, but may do so in a manner quite different from the lower-class child *next door*. (Berger and Luckmann, p. 131).

Now we can take this idea and apply it to ethnic affiliation rather than to the broader category of social class membership as just discussed. Ethnic identity helps to explain the vast differences in the individual's perceptions of the social world across class lines. Ethnic identity also gives us a more accurate understanding of why an individual might view and interprete social reality in so many diverse ways. Primary socialization, as Berger and Luckmann, term enculturation, the internalizing of values, attitudes, preferences and habit patterns in the early years of life, has the greatest impact on the individual. All secondary socialization must be filtered and made to fit with the social construction of reality internalized during primary socialization.

To illustrate this idea of the diverse impact of primary socialization, the case of two brothers reared in a large, lower socio-economic class Mexican American family can be cited. Their family lived in a barrio or ghetto area of a small town in an agricultural area of the American Southwest. Early in life, at age 5 or 6, most of the 21 children in the family were put to work in the fields picking beans or sugar beets for a few pennies an hour. All were needed to contribute to the family's earnings. The usual pattern for both boys and girls was to drop out of school at age 12 or 13 and go to work in the fields permanently. Schooling was transitory, usually taught by English-speaking teachers to these

Spanish-speaking children in a separate school, labelled the "Mexican School" where classrooms were crowded with up to 60 children in each, using poor, rundown facilities and old textbooks. When it came time for the two brothers to leave this elementary school and go on to the high school, the older of the two boys dropped out but the younger brother persisted. He stayed on in the secondary school, learning English, excelling in mathematics and finally graduating.

The older brother with only elementary school education stayed on working in the fields, married at age 17, had many children, perpetuating the life style of his parents. The younger of the two boys, went to work at numerous jobs that led him to travel about the Southwest. He earned enough money as an oil well rigger to set aside a sum to go to college. First a degree in teaching mathematics, and then an opportunity to apply for Law School through a minority scholarship program led him to a professional career. As a successful lawyer he returns to the small town's barrio area to visit his brother and others of his family. The gulf grows wider and wider between the social realities of these two men. Born into the same objective social structures, each chose selected aspects, selected social constructions. Each man interpreted his social reality in such ways that their present situations in life and their social constructions have become vastly different.

Their interpretations of social reality were influenced by ethnic group members and ethnic identity, as much as by social class. On the one hand the older brother saw the social constructions of his world to limit his life space and his opportunities. In his secondary socialization he internalized the "institution-based sub world" and the role specific knowledge of the society. He accepted the "tacit understandings, evaluations and affective colorations" of the broader American society. (Berger and Luckmann, p. 138). The older brother acquiesed to majority Americans stereotype of the Mexican American, a stereotype that says he is dumb, poor, inept, passively accepting his lot, ever unable to extricate himself from the culture of poverty.

Yet, objective social reality did not function for the younger brother in this way. His reactions were to strive for upward social mobility, to appropriate new opportunities (the scholarships for Mexican Americans) to actualize his ambitions for higher status in American society. Ethnic identity and ethnic group membership have influenced the social construction of reality for both these brothers in totally different ways.

## ETHNIC IDENTITY IN A PLURALISTIC SOCIETY: A CASE STUDY

As many nations are today, the United States is a pluralistic society. The social climate of a pluralistic society allows for many social constructions, a wide variety of life styles. These "scripts", as Laws and Schwartz have termed the repetoire of acts and statuses that are recognized by a social group, together with the rules, expectations, and sanctions governing these acts and statuses, can spring form sexual identity. (Laws and Schwartz, 1977). But scripts can also spring from racial identity, ethnic identity or social class membership. Scripts are influenced further by age cohort, geographic location, business and job categorization. Individuals can "perform" or carry out their scripts in a number of social constructions during their waking hours, first here and then there in time and space. We each belong to a number of social groups and function in various social realities simultaneously. This fascinating state of contemporary human existence can be more easily examined through a case study of one specific individual.

We now describe a unique and dynamic person who doffs and dons several cultural cloaks as he moves through social reality, his ethnic and racial identity providing much of the script. He is Black, not really *black* but dusky brown in skin color. He is tall – six foot, five inches; striking, impeccably groomed, stunningly garbed in the sleek sophisticated style of the most successful of contemporary businessmen. His booming voice commands attention. He speaks with excellent diction and grammar, but with a dialect that is just slightly indicative of Southern rural Black speech patterns, so that occasionally in talking he will utilize the Black speech idioms or refer to the traditions of the Black heritage of the South. "Now you be sure all the good folk are there", or "Don't forget them chitlins and corn pone and you know all us folk love watermelons". This affectation belies the fact that he was born in Brazil, migrated to the United States from Baja California into New Mexico before he was four. His childhood years were spent first in Denver, Colorado and then in Albuquerque, New Mexico where he received his public schooling. His native language was actually Spanish. After his secondary school education, our subject financed his college education at the University of California at Los Angeles by working for various Hollywood movie stars such as Betty Davis and Jack Benny. His personal history also includes a fascinating period of service in the U.S. Air Force during World War II, first as an enlisted man then as an officer, a pilot, in a special Air Force unit for Blacks. Sent to the European theatre of the war, he was shot down over Yugoslavia, where the Partisans cared for his wounds and brought him back to safety to the American-occupied zone of Italy. In Italy he learned to speak Italian and even some French. His blackness was unique and afforded him a high degree of acceptance that he had never experienced in American society.

After World War II he returned to America a much decorated hero, to take up a number of positions, first in the military and then in the civilian support system for the military. Today he is a leading public figure, deeply influential in public school educaiton in a major city of the American Southwest. He also

serves as an executive for a U.S. government office that directs the financial affairs of one of the armed services.

This highly visible Black executive chooses to adopt the scripts of several differing social constructions. His background of experiences provide him with a secondary socialization that is characterized by the internalization of several scripts, scripts representing upper middle class "white" traditions. These scripts carry repetoires that include European travel, a high degree of personal achievement, successful social interchanges, and generally a sophisticated life style. Our subject who functions so readily in this type of script, purposefully adopts at times the social constructions of the Black American, in both personal interactions and for public appearances. He uses his blackness in American society in attempts to dispell the long-held stereotype of the Black man. And he is successful on many occasions as both men and women will remark to him, "My you Negro people have really changed. You certainly know a lot about the world!"

## CONCLUSIONS

Here then, we have taken the theory built around the social construction of reality and used it to interprete and amplify ethnic identity. Further we have tries to bring to bear upon this investigation of the concept of ethnicity the realms of meaning inherent in belonging to an ethnic group or an ethnic minority group. The conception of social scripts, understood as the repetoire of acts and statuses recognized as valid by a social group, has also been used to explain aspects of ethnic identity.

This sociological term, social scripts, was recently delineated by Judith Long Laws and Pepper Schwartz in their book, *Sexual Scripts: The Social Construction of Female Sexuality*. Their book focuses solely on sexual scripts. From this title it is obvious that they base their development of theories about sex role identity and sexual behavior on the work of Berger and Luckmann in the social construction of reality and the sociology of knowledge.

This limited exploration into the social construction of ethnic identity was undertaken to provide the writer with some insights and new approaches to the implications of ethnic identity for education and schooling. We know that ethnic group affiliation is decisively influenced by what happens in the schools. By the time a child comes to school he or she already has been socialized into a set of language patterns, values, attitudes, habits and customs which are determined by ethnic background. If the school, however subtely, devalues these characteristics, it is inevitable that the child will have less of a sense of self esteem and pride in this ethnic identity. Further, we know as educators that there is a direct relationship between a child's self esteem (or the lack of it) and the ability to learn. The sense of inferiority which many children of ethnic minority groups have as a result of their school experience makes their learning process much more difficult.

As we begin to achieve greater appreciation for the social scripts and social consturctions of ethnic identity in society (whether American or British society), we can apply this knowledge toward more effective teaching and learning in our schools. It is our goal to truly provide an equal educational opportunity for all children regardless of race, ethnicity, denomination, or sex.

*References*


Ballard, Roger and Driver, Geoffrey. "The Ethnic Approach" *New Society*. June, 16, 1977, p. 543-545.

Barth, Fredrik, (editor). *Ethnic Groups and Boundaries*. Boston: Little, Brown and Co., 1969.

Berger, Peter and Luckmann, Thomas. *The Social Construction of Reality*. N.Y.: Anchor Books, 1966.

Cuzzort, R.P. and King, E.W. *Humanity and Modern Social Thought*. second edition, Hinsdale, Ill: Dryden Press, 1976.

Esland, G. *The Construction of Reality*. The Open University: Open University Press, 1971.

Glazer, N. and Moynihan, D. *Beyond the Melting Pot*. second edition. Cambridge: M.I.T. Press, 1970.

Greely, Andrew. (editor) *Ethnicity In the United States: A Preliminary Reconnaissance*. New York: Wiley and Sons, 1974.

Herman, Judith, (editor) *The Schools and Group Identity*. New York: Institute for Pluralism, 1974.

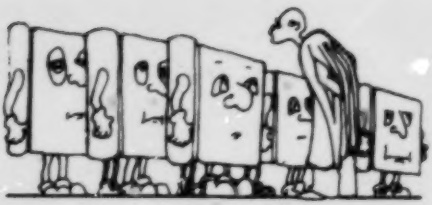
Laws, Judith L. and Schwartz. *Sexual Scripts: The Social Construction of Female Sexuality*. Hinsdale, Ill.: Dryden Press, 1977.

Mead, Geo. H. *Mind, Self and Society*. Chicago: Univ. of Chicago Press, 1934.

Mindel, Charles H. and Habenstein, R.W. *Ethnic Families in America: Patterns and Variations*. New York: Elsevier: Publ Co., 1976.

Rose, Peter I. They and We: *Racial and Ethnic Relations in the United States*. Second edition. New York: Random House, 1974.

Schwartz, Audrey J. *The Schools and Socialization*. New York: Harper and Row, 1975.



# REVIEWS

**Reviews Editor: Stephen Moore**

**Reviewing for 'The Social Science Teacher'**

With the constant publication of new books and teaching materials in the social sciences, one of the most important services 'The Social Science Teacher' can offer is accurate, up to date reviews by teachers themselves. If you feel you could write a review of a new book, why not send one to me, and if it is good enough we will publish it. Alternatively send me your name, address, the subjects and age ranges you teach and I will put you on our list of possible reviewers for books sent to us by publishers.

Write to: Stephen Moore, Reviews Editor, 1 San Remo Parade, Westcliffe on Sea, Essex.

## Understanding Economics

by the **Manchester Economics Project**
Ginn & Co. Ltd.; revised edition, 1976 £4.25
Target Group: 'A' level students

Textbooks in economics which adopt an approach akin to programmed learning with the use of self-assessment techniques for the student are a rare breed today as indeed is a textbook which is not the result of an individual writer pressing forward personal opinions, approaches and idiosyncracies. In many ways it is a delight to see a book such as this which is the result of the combined efforts of a number of economists at various levels, notable amongst them being Professor Sandford as the Chairman of the Consultative Committee which designed the project and supervised its initial trails.

The original edition of this book, published in 1972, followed a lengthy period of research, design and experimentation in a number of schools and colleges across the country. It was intended to be geared to the standard of the A-level syllabus or its equivalents although, as the authors admit, it is essentially designed as a core text in economic theory and not intended, nor could it ever hope to be, as a book to keep abreast of institutional changes in economics or even to be used in applied economics courses. This inevitable gap in a text of this nature is filled, albeit in a limited way, by the associated publication of a series of eleven 'satellite' texts which cover areas of economics that are subject to rapid change and which any textbook could not hope to keep pace with. This particularly applies in the case of the related booklets on Foreign Exchange & Trade and Monopoly and Restrictive Practices.

The 1976 revised edition of this book is essentially an updating of the previous formula. The pattern and organisation of the book has not changed significantly and chapter headings remain the same but it has adapted to areas of change since the original, especially in the sections on Banking, monetary policy and foreign trade.

However, despite its admission to being only a core text the book suffers from simplifying too much of the analysis and has not kept pace with the advancement of expectations of the A-level standard by the major examining authorities. One immediately thinks here of the greater role of international financial institutions in the world monetary system following the shift in economic power after the 1973 Middle East crisis.

The use of diagrams in this book is commendable and generally they are well thought out although in parts the authors do try to represent too much on the one diagram particularly in some parts of the chapters on the Circular Flow of Income and the National Income. The result of this is often akin to an electrical wiring diagram rather than an explanatory presentation of institutional relationships or economic 'flows'.

Minor criticisms also exist of this text – largely the result, I feel, of insufficient attention taken during the revising process. Where colour is not used, some diagrams lack clarity, especially in the chapter on population. In addition, factual contradictions, whilst not actually prevalent, do approach sloppy proportions in places as when the authors contradict the date of nationalisation of the Bank of England in two separate chapters or where they give different values of significance to the $M_1$ measure of the Money Supply.

Whilst I feel it is unsuccessful as a book attempting to provide a theoretical basis to an economics course in terms of its erratic organisation of chapters and absence of clear methodological approach, it is nevertheless a significant attempt at filling a learning gap in A-level economics and is well worth the reasonable price tag as a supplement to the range of existing established textbooks.

Keith Laker
Southend-on-Sea, Essex

## "Worked Examples in Data Response Questions for "A" Level Economics"

**by M. Watts and M. Glew**
Heinemann Educational Books £1.25 1977
Target Group: "A" Level Economics

The new data response section on "A" level economics papers has spawned a large number of new books. Most comprise just questions but this new book contains questions followed by a model answer. Before being critical of the book, it should be said that the majority of the questions and answers are of a high standard. A great deal of thought and effort has obviously gone into the book. In their preface, the authors points out that professional bodies are now also putting data response questions onto their exam papers, and claim that this book would be useful for those. They say that "the questions in the book are original yet representative of those which might appear within a data response or analytical paper". Yet certainly some of the questions in the book are NOT typical of "A" level. Question 26 for instance presents a set of figures for the balance of payments account 1974 and asks the student to calculate the balance of trade, the balance of payments on current account and the total currency flow. This sort of question would surely be put on a multiple choice question paper and the three questions would have to be answered in 3 minutes. Yet the J.M.B. data response section lasts one hour. Question 56, a question based on some simple multiplier principles, again is mechanical with a single definite right answer. Again this question would be put onto a multiple choice paper.

The quality of the model answers also varies considerably. Length is a poor indication of quality, but the lengths of the model answers range from under a side, like Q.7 to twice that length like the answer to Q.33. We are told in the preface that some answers have been "extended in order to facilitate wider classroom discussion". There is no indication though as to which answers have been extended. Length is no guide since for instance Q.16, containing detailed analysis of the behaviour of multinationals in the UK in the 1960's, lasts less than a side. Some of the longer answers on the other hand could have been written by a well informed student, such as Q.10. For any student trying to work on his own, this would be very confusing. Indeed, it would be very confusing for the average teacher.

Given the high quality of most of the book, it is a shame that in this, as in many of the new data response books, some questions have been included which would not appear on any "A" level paper. Furthermore, simply indicating which answers were "extended" would have meant that this book could on the whole be recommended. As it is, the book could cause confusion to students who are unable to guage the level of answer required at "A" level from the answers.

A.G. Anderton
Codsall High School

## Trade and Growth

**by C.L. Pass and John R. Sparkes**
Heinemann Educational Books £1.30 1977
Target Group: Economics teachers and advanced students

*Trade and Growth* – part of Heinemann's *Studies in the British Economy* series – looks at the nature of the U.K.'s international trade, the pattern of this trade, and its effects on economic growth. In so doing the book manages to cover much of the theory of international economics, which the authors consider necessary as a basis for understanding the U.K. situation.

Although much of the concern of the book is with the U.K.'s position in the world economy since 1955, the introductory sections provide a historical analysis of the major trends in trade and growth prior to that year – a useful background to current events. The text then explores various aspects of the complex interaction of trade and growth in contemporary Britain. These detailed sections cast much light on this relationship, and lead the authors to one of their conclusions, that the U.K.'s unfavourable performances in both trade and growth "stem from a basic common element, namely, a deterioration in the competitiveness of U.K. industry." The diagnosis is sound enough, but one gains the impression that Pass and Sparkes are as unwilling as others have been to offer more than the most tentative of prognostications. The two 'solutions' the authors examine – exchange rate policy and trade policy – are shown to be inadequate, and there is little mention of the Government's present industrial strategy.

The book is not designed to accommodate the newcomer to economic theory, and throughout its pages there is an implicit assumption that the reader will already possess the tools and techniques relevant to economic analysis. This is not to say that the non-specialist would be completely lost – often the authors allow themselves the space to develop models from the most basic of assumptions, and analyse the various bodies of theory in an almost linear fashion (witness Chapter Three on national income determination for an open economy). But the general impression is that those without a relatively sophisticated knowledge of economics would struggle over some of the chapters.

It was refreshing to find that most of the statistical data contained within the book was drawn from the most up-to-date reliable sources available. Very little of the information pertaining to the current situation pre-dated 1973, and the authors drew from an interesting and varied pool of authorities. The graphs, charts and tables were generally well-presented. Equally refreshing (for a non-

mathematically oriented economist at least) ws the minimal use made of the mathematical formulae that so often plague specialist texts.

The selection of twenty-five essay questions contained in the back of the book covers most of the ground, and serves as a useful appendage. The questions are well varied in scope and in their degrees of difficulty. The bibliography, which cites forty-one sources and relates them to the chapters of the text, draws upon a mixture of standard economic theory (Harry Johnson, W.W. Rostow, etc.) and more contemporary descriptive and analytical publications.

In general this book should prove a useful specialist text, but only for those whose knowledge of economics is already well progressed. Its use in schools and colleges is therefore likely to be limited to teachers of economics, and to the higher standard 'A' level student wishing to delve deeper into one aspect of his syllabus.

Chris Evans

## Government, Economics & Commerce Series:

**The Distributive Trades (Tony Shafto)** 75p
**Government in the Economy (John C. Powicke)** 75p
**Imports and Exports (Denham N. Eltringham)** 75p
**Transport and Communications (Donnan P. Baron)** 60p
**Prices in the Market (Trevor Daff)** 70p

General Editor: Jack A. Nobbs
Publisher: Wheaton (Pergamon Press)

Target Groups: 'O' level and VI form general studies

Each of these books specialises in a topic area which would perhaps have one or two chapters in a comprehensive economics or commerce text book. Some other books in the series are apparently concerned more specifically with the system of government although there seems to be an intention to show a relationship, within the theme of this series, between each topic area. The books are intended for use by VI Formers studying these subjects "for their own sake" and for others aiming at lower level examinations.

The books all make use of diagrams and photographs. The content and style of each book is essentially geared to young people studying at an introductory level but some of the economic theory, in particular, would need explanation by the class teacher. There are sensible exercises to enable the reader to test his understanding, and a glossary of terms, in each book.

The series professes to up-date standard text books but it is unlikely that the keen teacher will find these books satisfy this objective. For example, in *Government in the Economy*, we are taken up to mid-1975 in the survey of Britain's economic problems. The prospects then seemed grimmer than Mr. Callaghan would have us believe that they are today. In *Imports and Exports*, north-sea oil is referred to only briefly and the respite it promises is not made apparent.

*The Distributive Trades* deals satisfactorily with retail organisation. *Government in the Economy* suffers from a defect which the series aims to rectify a lot of ideas are crowded into too few pages. In that respect *Imports and Exports*, with a narrower brief, is more satisfactory. *Transport and Communications* is a bit of a hotchpotch. As one might reasonably expect, it is mainly about economic aspects of transport so a couple of hundred words on, 'The influence of the media on politics and justice,' presumably included to provide some kind of link with other books in the series, stands out rather oddly. However this author uses humorous drawings to illustrate some of his points. *Prices in the Market* provides an explanation of supply and demand theory.

The series is aimed at a wide market but some of the books will have a more limited readership than is intended. The General Studies teacher in a College of Technology should find some books in the series useful for project work; they may also be appropriate for some vocational courses. The series is mainly recommended to teachers providing specialised tuition for first examinations who will be able to make use of appropriate selected titles.

E.S.

## "Discovering Society"

**by M.J. Davies and B.J. King**
National Extension College (131 Hills Rd., Cambridge) £1.80 per volume (three volumes)

Target Group: 'O' Level

We have only been sent volume one of the series, so my comments must be restricted to that. The N.E.C. has produced a complete 'O' level (A.E.B.) course, it claims, when these three volumes are used in conjunction with the B.B.C. T.V. series 'The Living City' broadcast on Tuesday afternoons and on Sunday mornings. The first noticeable thing about the book is its similarity to the Open University material, and indeed the style of the coursework appears modelled on the O.U's approach. Could it be that we have found the teacher's dream, plug in the television, dole out the textbooks, then retire for a quick cuppa? Unfortunately, not quite.

The book is very well produced, and the layout is excellent, furthermore the areas of the syllabus the text tackles is interestingly done, yet for a course intended 'primarily for students studying for the A.E.B. 'O' level examination, in Sociology' it lacks breadth. Of the people teaching sociology at my college, there was some disagreement about the merit of the course. One point on which everyone agreed, was that the book was inadequate on its own. Similarly we felt that the teacher had to work quite hard at the television programmes to pull out

the major points, so that a class of 16 year olds could fully benefit. I suspect that the N.E.C. produced these books and programmes primarily for correspondence course students, and is now attempting to widen its sales to schools. I found much of the language would be too difficult for the type of student I teach at 'O' level to understand. I appreciate that it is difficult to produce a text that covers the whole of the 'O' level syllabus, but I would fell unhappy if my students only knew the information contained in this volume. If the book was expanded to include more detail then I believe it could become the best 'O' level text available on the market (mind you, that doesn't say much, as the texts currently available are absolutely abysmal.) I think it is important to stress that the topics the book does cover are done extremely well, in a clear concise format, always using relevant quotes and citing important authorities.

I noticed that the suggestions for further reading at the end of each section, often referred to Worsley's 'Introducing Sociology'. I really cannot see how anyone who teaches 'O' level sociology expects 16 year old students to understand this 'A' level textbook. Perhaps the volume's failings lie here in the author's unreal expectations of 'O' level students abilities. The course is pitched at the wrong level, and in insufficient breadth.

There is a desperate need for a definitive 'O' level textbook, written by teachers actually doing 'O' level work. At the present this volume is a useful addition to the available textbooks.

Stephen Moore

## The Minority Experience

**ed. Michael Marland & Sarah Ray** 95p

and

## A James Joyce Selection

**ed. Richard Adams** £1.00

Both published in the Longman Group's Imprint Series, February 1978

In the Summer Term 1978, ITV for Schools and Colleges will broadcast *Minorities*, a series of four documentaries on the theme of outsiders in society, likely to provide useful stimulus material for classes in sociology and social studies.

An anthology called The Minority Experience is now available in the Longmen's Imprint series and is intended to complement this TV project.

The book's 23 selections exploit a wide range of form and style: prose fiction, poetry, fragments of TV scripts and drama texts, photography, autobiography, and discursive essay; and they cover the familiar gamut of outsider positions. Immigrants are represented, of course, as are the blind deaf and dumb; the lame and the insane; alcoholics, gipsies, red-indians and orphans; the very young, the very old and the lonely. The editors achieve some geographical variety by including, for instance, the piece on the American indians; and an historical dimension with Hans Keller's powerful account of a Gestapo interrogation in 1938 Vienna. (Incidentally, these are the only two passages that contain some, albait oblique, political connotation.)

So the body of the text is a wealth of outsider testimony. It's supplemented by some "Questions for Discussion and Suggestions for Writing" that constitute almost ready-made lessons; very brief biographical notes on (some of) the contributors; and some "Suggestions for Further Reading" too.

My particular grouses (grics?) would include the unhelpful emphasis of the biographical notes: a student interested in the author of *My Parents Kept Me From the Children Who Were Rough*, for instance, is told all about the name of his publishers and the university at which he now teaches, but nothing about his early life and circumstances. Also there are some silly and misleading mistakes on the Contents page with one text being omitted and another wrongly attributed.

Still, with all this brightly packaged and presented at 95p, a set of these as class readers might be a good buy. There are more of these "thematic anthologies" in the Imprint series including issues on Work and Prisons. Why not look through the catalogue?

Ralph Dahrendorf has recently been advocating the use of imaginative literature in educatin and *The Times* (Feb 22) cites an interview with *New Fiction* where he talks of the young reading novels "to understand what life is about, to provide their maps." The same thinking seems to underpin another new Imprint publication, *A James Joyce Selection* which comprises some poems and passages from *Dubliners* and *A Portrait of the Artist*..... these selections, I suppose, because they represent an imaginative recreation of Joyce's own adolescence. Obviously thinking that this literature can "provide maps" for young readers, the editor exhorts those readers to identify with Joyce, to match the writer's exploration of the problems and possibilities of *his* early years with *their* own present experience.

It might be valid to recommend Joyce as a cartographer in this way if we are sure of some significant connection between the terrain that Joyce's literature covers and the world of the likely reader. I believe that the denials Joyce makes of his family, native language, country of birth, religion, and cultural milieu during the relevant time are so radical that we cannot posit any such significant connection, and that the unlikelihood of any common ground between writer and reader makes this a bizarre choice for school students other than those studying literature for its own sake.

In his introduction, the editor tries to emphasise the equivalences between the young Joyce and the likely reader and, unfairly I think, play down the probably gulf: he described the traumatic "Exile" with a bland "In 1902 he left Dublin for Paris", for instance, and argues that Joyce's experiences (which are to include bailiffs dispossessing the

family; the harrowing guilt of the 14 year old catholic after buying a prostitute; the unjust beating by a sadistic Jesuit school prefect; the intense contempt of the son for his father on the Cork visit etc. etc.) "are still relevant to us today." No. Joyce's mental world is unlikely to provide a useful map for our students because it, like his writing style, is so extremely idiosyncratic. This idiosyncracy of style means that Joyce is never a very accessible read and this collection is likely to fail on that count too. *The Sisters* is included, I suppose, because its style is not as far removed from straightforward narrative in the realist tradition as most Joyce. But the compression and enigma are unavoidably here too, and the reader must either follow the interpretation through or leave the story troubled and unsatisfied. The editor not surprisingly ducked *Ulysses* and *Finnegans Wake* but some short selections from these, if properly picked and introduced, might have worked by bringing some humour into the selection which instead confines itself to the drab period of style described by Joyce himself as of "scrupulour meanness." The whole Imprint series is well illustrated, and this issue has photographs of contemporary Dublin and a detailed map of the city centre which are well produced, if gratuitous. Summing up then, I suspect that this volume will be of very little use in the classroom outside the study of literature *qua* literature.

Barry Hendry

## 'The American Deal'

**by Michael Bassett**
Heinemann Educational Books £1.20 1977
Target Group: G.C.E. O level and C.S.E.

'The American Deal' provides an Historical survey of social and economic issues in the United States since the First World War. The book is attractive, blending unusual and varied pictures with documentary and secondary sources (e.g. Carnegie's 'Gospel of Wealth', Leuchtenburg's 'Roosevelt') and question panels. The text is unremarkable, bland and concerned, like the questions, with matters of fact. G.C.E. and C.S.E. students of social studies or history will find much of value here. The principal interest of the booklet lies in its attention-arresting juxtaposition of images and quotations, which is achieved despite an economical three column lay-out.

Bernard Barker
Sir Frederic Osborn School
Welwyn Garden City

## "Socialisation"

**by Graham White**
Longman (Social Processes Series) £2.50 1977
Target Group: 'A' level students. Teachers.

It's no doubt likely that many teachers of sociology and psychology find the area of socialisation relatively unattractive. Concepts such as deviance and social stratification often tend to hog the limelight. These concepts seem more attractive, possibly more exciting. And yet we all have to make statements about socialisation in our courses. Intuitively we realize that is is basic to all social life.

Perhaps, then, a 'rethink' of this concept, its usage, and its assumptions, is long overdue. As a concept, and as a process, we should see socialisation as problematic.

Graham White's book seems, therefore, immediately attractive. "Two main perspectives – functionalism and symbolic interactionism – are adopted in its analysis of the subject," we read on the back cover. Is this the book to 'rejuvenate' socialisation? At £2.50 for 124 pages of actual text, one would hope so.

In fact, the book leaves me rather undecided as regards its usefulness. It would, perhaps, be fairest to say that the book succeeds on one level, but certainly does not fulfil its promise on another level. I'll expand on this later.

The book starts off in no uncertain fashion be casting us into the "free will/determinism" debate, quoting Denis Wrong, 'having a go' at Talcott Parsons (who doesn't?), and by drawing upon a wide range of sources (Elkin, Chinoy, Durkheim, G.H. Mead, Cooley, Bernstein) in order to construct a highly readable, interesting and lively first chapter – "The meaning and uses of socialisation". Here White confronts the basic problem – he notes Chinoy's discontent with earlier ideas of socialisaton, and his point that "the effect of socialisation was not in fact to produce individuals as carbon copies of their parents, but as active beings capable of innovating and bringing about changes in society."

In other words, is socialisation about social control 'or about 'becoming social?' About dehumanization or humanization?

G. White further points out that "In psychology, as in sociology, attention moved from the effects of socialisation and the social engineering approach, towards the study of the process and the recognition that behind the action of the individual there did after all lie an actor, not just a pliable respondent."

In this first chapter, then, ideas such as "life-long socialisation", "the development of self" are considered seriously, and, indeed, seem to be 'setting the tone' for the rest of the book. The volume includes a chapter on Adult Socialisation, a welcome inclusion, as well as the more usual areas of Family, School and Social Class.

After chapter one, unfortunately, White seems to lose direction somewhat, in the sense that later chapters lack the "critical edge" evidenced in the first chapter.

Chapter two – "Child Socialisation: the family setting" is perhaps most at fault in this respect. Two examples might illustrate this point. First, in the section on "The role of adult models" White

states "Criminological studies of juveniles often show delinquent boys to be afraid of their fathers, or otherwise rejected by them, in far higher proportion than for non-delinquent boys." Recent trends in the sociology of deviance would justify a rather merciless attack upon this sort of statement. But more important, it seems to me that this example shows how White, in Chapter two, has lost touch with the "theory examination" approach he exalts in Chapter one. A second example might reinforce this point. Sex-role socialisation is "covered" in *two* pages (p. 33-35). Feminists may now become very indignant. We *all* should!

In Chapter three — "Child socialisation — school and beyond", the author again tends to rely on rather well-worn references eg. Hargreaves, Lacery, Banks, in preference to a more 'searching' approach. When, in the very last few paragraphs the de-schoolers do raise their theoretical heads, they are given only a half-page of consideration.

Chapter 4 — "The influence of social class — an alternative view of socialisation" — is a consideration of evidence concerning social class and success and failure. White almost gets involved in the 'critical stance' again in this chapter with his mention of the 'knowledge and control' approach to the Sociology of Education. But he doesn't fully carry through this debate, i.e. doesn't debate the essentially *political* nature of curriculum planning, even though he does write "The curriculum, not regarded as an unassailable collection of immutable knowledge but as a social construct, is created to serve special needs." All in all, however, this chapter has a more 'rounded' feel to it than chapters 2 and 3.

Chapter 5 — on Adult Socialisation is an admirable attempt to deal with the inconclusiveness of most literature in this field. Areas such as the effect of the Mass Media, Political socialisation, tend to be irritatingly over-generalized, but White attempts, albeit without a critical stance, to present a balanced section on adult socialisation. This section won't set the world on fire, however.

White's final section "Conclusion" deals with "Adolescence" and "Inequalities in Socialisation." and the author here repeats his view that different perspectives on socialisation emphasize different aspects of the process.

He concludes that "Individuality is inevitably built into the process of socialisation in our society."

All in all, then, an uneven book which doesn't maintain its initial impact. Reference to cultural critics like Laing, Jules Henry et al, would probably have lead to a more vigorous discussion of the concept of socialisation. On the other hand, a very readable book, in spite of its obvious short-comings, and one which should serve as a good book to recommend to students approaching A - level exams, and a book which could also serve as a "lead-in" for teachers wishing to deal with the concept of socialisation in depth.

Mike Moore

## 'Buying a House'

Pictorial Charts Educational Trust
(27 Kitchen Rd., West Ealing, London WI3 0UD)
Price £1.62

Target Group: 13-16 year olds (General Studies)

*'Buying a House'* is just one of a series of new charts to be published this Spring by 'Pictorial Charts Educational Trust'. Other relevant titles are *'Medieval Costume'*, *Medieval Manor'*, and *'World Food Problems'*. The format is usually one large chart, or a number of smaller ones, accompanied by a set of teacher's notes. 'Buying a House' is, I presume aimed at the 13-16 year old range. The chart (76 × 100 cms.) is suitable for attaching to the classroom wall and is drawn in a comic strip style, clearly indicating each stage in the home buying process. The accompanying seven page pamphlet is acceptable, although rather skimpy, and I think any teacher using the chart would need more information than provided here, although three further references are given at the end. Apart from lacking detail the other obvious criticism is that the process of buying a house is presented as trouble free as long as the purchaser has saved 10% of the price of the house, whereas if you have ever tried to buy a house you will know that this is a gross oversimplification.

Paola Aru

## 'Monstrous Myths About Growing Old'

(Chart) 50p

## 'People Not Pensioners'

(Booklet)

Publishers 'Help the Aged' (Educational Dept., 218 Upper Street, London N.1.)

Target Group: 13-18 (General Studies)

A large (18" × 30") chart for the classroom, and a very good 29 page booklet on old age. I thought that both were excellent. The booklet deals with a wide variety of themes on the topic of age, primarily trying to explain that we *all* get old, and that becoming chronologically old does not necessarily mean becoming decrepit. The booklet and chart achieve these aims by using closely related pictures and text showing how old age is viewed differently in various societies. Having, I felt, successfully rejected the old age-senility belief common amongst school kids, the booklet goes on to show some of the problems faced by old people, and how we can help them overcome these problems. The wide variety of photographs, cartoons, sketches, diagrams, games and suggestions for activities make this booklet and chart a really useful general studies course.

Paola Aru

## 'Guide to the Teaching of Anthropology in Schools and Colleges'

**by Joan Bulmer**
Extramural Division, School of Oriental and African Studies. (Malet St., London WC1 7HP) £1

Target Group: Teachers

In the last few years I have noticed that the 'A' level examiners reports have become increasingly critical of sociology teachers for their lack of comparative perspective. Well, I'm afraid that my knowledge of Anthropology could fairly easily be contained on one page of "The Social Science Teacher"! However this unfortunate situation should swiftly be remedied by Joan Bulmer's excellent bibliography. The guide contains an annotated list of 229 Anthropology books each of which is briefly described, and then graded as suitable for 'O' 'A' level of teachers. Bulmer prefaces this excellent bibliography by a 16 page secton in which she explains what Anthropology is, why you should teach it, and even how to teach it. An absolutely invaluable text for those teaching Sociology who wish to adapt a more comparative perspective as well as those who wish to teach Anthropology. Why can't we have ones for Psychology and Sociology?

Stephen Moore

---

# RESOURCE EXCHANGE

From the 20th March, the Resource Exhange will be staffed for a short period by two teachers and two clerical assistants. A list of Resources now available and an order form, will be included with this edition of the journal.

The ultimate success of this scheme depends upon your willingness to share your ideas with other teachers. So why not send us anything you have developed or used yourself. If it served you, it may well serve someone else.

Please send your offers to:

Charles Townley,
Chorley Campus of Preston Polytechnic,
Chorley,
Lancashire, PR7 1ED.

**Guide to the teaching of Anthropology in schools and colleges**

**BY JOAN BULMER**

*RAIN* " . . . . Well-informed, balanced, up-to-date—strongly recommended"

Published by: Extramural Division, School of Oriental and African Studies. Price £1.00.

Enquiries/orders to: Extramural Division, SOAS. Malet Street, London WC1E 7HP. Tel 01-637 2388

**SOCIOLOGY: THE CHOICE AT A LEVEL**

**Edited by Geoff Whitty and Dennis Gleeson for the Association for the Teaching of the Social Sciences**

Since its inception in the mid-1960s, A level Sociology has become an immensely popular subject, particularly in colleges of Further Education but also, increasingly, in schools. Five of the major examination boards now offer examinations in Sociology at this level, yet it continues to create considerable controversy in many circles. This book concentrates particularly upon those issues facing teachers who are involved or interested in teaching A level Sociology. What are the differences between the various syllabuses? To what extent is there unnecessary duplication between them? Do any of them offer an opportunity to reassess the conventional relationship between teachers, students and examiners? Does A level Sociology encourage students to engage more critically and actively in the world they live in?

This book focuses upon recent developments and future possibilities in the teaching, learning and assessment of Advanced Level Sociology. Based upon the proceedings of the ATSS Conference, **Sociology in the Social Sciences, 16-19**, it gathers together information and comment on the various syllabuses now available and looks forward to possible future developments.

The book offers readers an insight into the views of examiners and practising teachers on these and related issues, and presents for scrutiny the various syllabuses, reading lists and examination papers. It also considers the proposals of two groups of teachers whose answers to questions like those posed here have led them to formulate their own alternatives in the form of a Mode 3 A level Sociology syllabus and a scheme for an Integrated Social Sciences A level.

**Price: £1.80 paperback ISBN 0905484 07 X**
**£3.90 hardback ISBN 0905484 02 9**

**Please add postage 25p per volume.**
**Orders to: Heather Clark, A.T.S.S. Sales Officer, 54 Redbridge Lane West, Wanstead, London E11 2JU.**

ISSN 0309 7544

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

# THE SOCIAL SCIENCE TEACHER

CONTENTS


| | | Page |
|---|---|---|
| Editorial | by Roger Gomm | 1 |
| A.T.S.S. News | by Helen Reynolds | 2 |
| Correspondence | | 11 |
| Articles: | 1. Nottingdale Urban Studies Centre; the practice of an idea by Chris Webb | 13 |
| | 2. Factories as Resources for Learning in the Primary School by David Stephens and John Garwell | 17 |
| | 3. Townscape and Town Teacher by the Council for Environmental Education | 19 |
| | 4. Environmental Studies 1, 2, 3, 4 by David Ninom | 18 |
| | 5. Town and Country by Roger Gomm | 20 |
| | 6. Do you use Structure Plans? by Martyn Cribb | 28 |
| Reviews | edited by Stephen Moore | 31 |
| Briefings No. 13 pull-out centre pages | 'Teaching Northern Ireland' by Kieran Osborne | |
| | Section Cartoon Headings by Beverley Curl | |


ENVIRONMENTAL STUDIES TEACHING

VOL. 7 NO. 5 JUNE 78

PRICE 75p

# Heinemann
## the best in educational books

*Place and People Series*

### Land and Water Resources

Arnold Bell, Raymond Cook, Ian MacIver

A broad introduction to the relationship of man to the natural resources and physical systems which are the basis of human life and society. These resources are described and there are numerous case studies from Britain, Europe and the world showing how planned and unplanned uses are made of them, and the problems that can result. **£1.40**

### Social Geography

Stewart Dunlop and Donald MacDonald

Social geography is the study of man and society in a geographical framework. It includes chapters on population, migration, living standards, inequality, and health. Examples are taken from throughout the world, and a particular feature is the emphasis on the problems of the less developed countries. Finely illustrated in two colours, with many photographs. **£1.40**

*Contemporary Scotland Series*

### The Scottish Environment

Ann Glen

The latest in this well-established series looks broadly at the Scottish environment and the problems of pollution and conservation in a changing world. Taking 'environment' to mean both the *natural* and the *man-made* environments, the author demonstrates the close and complex relationships which exist between all the elements in 'environment'. Six main elements are found to be outstanding and these are examined in turn. They are : land ; air ; fresh water ; sea water ; built environment ; and problems relating to oil and gas developments. **£1.00**

**Heinemann Educational Books**
48 Charles Street, London W1X 8AH.

**THE SOCIAL SCIENCE TEACHER**

Journal of the Association for the Teaching of the Social Sciences Vol. 7, No. 5

'Environmental Studies Teaching'

Edited by Roger Gomm

(Published by A.T.S.S. Copyright A.T.S.S. 1978)

Views expressed in contributions to this journal do not necessarily represent the views of A.T.S.S. or the editors. The journal provides opportunities for the expression of divergent ideas and opinions.

## Editorial

### ROLAND MEIGHAN

Roland has edited the Social Science Teacher since 1975 and has kept a watching brief over this issue. With the help of Frank Reeves among others he has developed SST to its current high quality. For many members of ATSS The Social Science Teacher is the ATSS and I think that the association's growth and its ability to hold members is in no small part a tribute to Roland's careful and sometimes inspired work as editor. Although Roland retires as General Editor, he will remain responsible for the *'Briefings'* series.

### ENVIRONMENTAL STUDIES

The articles in this issue relate to the rather nebulous field of Environmental Education, officially defined as *''the process of recognising values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the inter-relatedness among man, his culture and his biophysical surroundings (and) ... also entails practice in decision-making and self-formulating of a code of behaviour about issues concerning environmental quality' (International Union for the Conservation of Nature).*

We have avoided the usual concentration on the apocalyptic trilogy of Population, Pollution and Resource Depletion and what is left is reflected in the articles which show some of the variety of topics and approaches which fall under this heading. Those who would like to understand the scope and philosophy of Environmental Education more clearly are directed to S.McB. Carson 1978 'Environmental Education; Principles and Practice' Arnold.

There was a temptation to write an editorial saying how important it is for social science teachers to become involved in this field, but an article by me on this matter appeared in SST Vol 5 no 1 and a rather better one by Hazel Sumner in BEE no 63 July 1976.

The articles here should be read as complements to those which appeared in SST Vol 7 no 2 under the title of Community Studies. What's in a name?

R.G.

### FORTHCOMING ISSUES

Vol 8 no 1 Open Edition, edited Roger Gomm. Copy date Aug. 1st 1978

Vol 8 no 2 Socialisation, edited Chris Brown. Copy date Oct. 5th 1978

**Rolle College, Exmouth, Devon**

**DO YOU WANT**

- to study an area relevant to the Social Scientist
- to follow a course dealing with the needs of people and towns
- to enjoy attractive surroundings for study and recreation
- to have good residential accommodation
- to find out more about our

**URBAN STUDIES DEGREE COURSE**

Entry Qualifications — 4 approved GCE subjects or equivalent, including 2 at 'A' level

Further information from: **the Admission Tutor, Dept. SST, Rolle College, Exmouth, Devon. Tel: Exmouth 5344**

# ATSS NEWS

**Compiled by Helen Reynolds**

This issue of the news focuses on a number of developments and resources related to equal opportunities, minority groups and civil liberties.

## EQUAL OPPORTUNITIES

### SOCIAL SCIENCE RESEARCH COUNCIL

**Research Funds for Studies of Women and Under-Achievement**

The Equal Opportunities Commission and the Social Science Research Council set up a Joint Panel in December 1977 to commission research on Equal Opportunities. The Chairman is Mrs Anne Lapping (a member of the Social Science Research Council, who is on the staff of the Economist).

The theme the Panel has chosen is *women and under-achievement*. The subject of equal opportunities involves a wide range of important and complex issues but the panel will concentrate on one broad area. Economic freedom seems to be an important element in achieving equality, but the nature of the problems involved is inadequately understood. Women's potential should be maximused both for the benefit of the nation and the individual. The under-representation of women in particular fields of work suggests that women are not achieving their full potential.

Studies commissioned will focus on *employment, education* and *training*. In particular they will be concerned with *the earnings gap* between women and men which will provide some indication of differences in achievement. Many of the factors believed to be significant, such as interruptions in a woman's career and differences in overtime hours worked, can be examined by analyses of existing statistics, but factors less amenable to statistical measurement will need to be studied. The actions and attitudes of employers and Trades Unions, the way in which job evaluation and skill measurement is carried out could all contribute to limiting women's earnings opportunities. *Part-time work*, its availability, problems and limitations merit special attention since this is essentially a field of employment filled by women. The part played by a woman's income in family income requires examination, as do the economic and working arrangements made by working parents of dependant children.

*Terms and conditions of work* may also affect women's careers. Overtime requirements, age limits and seniority rules, the organisation of recruitment, training for promotion and conditions attached to redundancy agreements all deserve study. A comparative study to examine unfair dismissal applications brought by men and by women could offer useful insight.

In relation to *education and training*, the problems of the sixteen-plus school leavers, especially those who do not go on to further education, and the factors relating to their obtaining, or not obtaining, apprenticeships and, ultimately, skilled jobs should be studied. Also those who do go on to further education from school and particularly those who become 'mature' students require further study. There are many factors limiting women's demand for or ability to use higher education opportunities, and research should be aimed at a better understanding of these in order to improve the provisions. Some companies and organisations have set up *positive programmes*, through personnel policy and other structural changes, which attempt progress towards equal achievement. These should be monitored and evaluated. Studies should also be made of the industrial training system, to discover the extent to which women succeed in obtaining training and the extent to which trainees are enabled successfully to enter into employment.

An important phenomenon of women's pattern of work is the returning to work after a period of domesticity, whether to a former career or a new one. This often involves training, re-training or further education. It would be worth investigating the motivation of such women and the problems and costs they may encounter.

The programme concentrates on the areas of employment, education and training, but it will be important also to consider whether the organisation of institutions, employing and others, and the attitudes of their members are likely to prevent the advancement of women. Studies into the domestic and earning roles of working couples should involve examination of the division of power and labour in the home, as well as at work, and of the roles and attitudes of men, as well as women.

A thorough assessment of what is known already is necessary, and therefore *research reviews* will be commissioned as well as a study of the extent to which existing data can answer some of the questions and how far new studies will in fact be

necessary. Use will be made of existing *Longitudinal studies* of national cohorts if they prove to have pertinent information. If not, a separate, additional budget to set up a major longitudinal study may be sought.

The Panel has been set up for three years, and has a budget of £240,000. It hopes to commission the bulk of the research by the end of 1978. **The Panel particularly welcomes brief outlines of specific research proposals relevant to the programme, together with an indication of estimated costs. They will study outlines received and may use some of these as a basis for inviting more detailed proposals.** Curriculum vitae of relevant individuals should be enclosed and research groups should send in a short statement on the background and experience of the group. The Panel will consider all proposals submitted by 17 April 1978 during the summer. Proposals received after this date and before 31 August 1978 will be considered during the autumn.

Statements, outlines and requests for further information should be directed to:

**The Secretary**
**EOC/SSRC Joint Panel**
**Research Initiatives Division**
**Social Science Research Council**
**1 Temple Avenue**
**London EC4Y 0BD**
**Telephone Number 01-535 5252 Ext 53**

## RACE RELATIONS EMPLOYMENT ADVISERS

There are currently 26 advisers who provide specialist advice to industry on race relations matters. As part of their brief is educaiton in race relations one might well be persuaded to come to your school or college as a visiting speaker on race and employment. They can be contacted via your regional office of the Department of Employment.

## EQUAL OPPORTUNITIES COMMISSION NEWS

This new publication is designed to explain, in a lively and interesting way, how individuals and organisations are succeeding in the struggle for equal opportunities for men and woman. It will provide information about current issues affecting women and will keep the reader abreast of the activities of the Equal Opportunities Commission.

The EOC NEWS will appeal to a wide readership—not only to those who take a general interest in equal opportunities. The Sex Discrimination Act can help people in all walks of life—whether they are children at school, employers or employees, or people who apply for mortgages, credit, or the facilities offered by a vast array of leisure and commercial operations.

EOC News should interest members of ATSS as it should provide useful teaching material also. Copies are free and can be delivered in bulk on request. EOC News is published every 2 months. The Commission also welcomes comments on the material included in the news. If you would like to receive copies, please write to:-

**Kevin Colfer**
**Equal Opportunities Commission**
**Overseas House**
**Quay Street**
**Manchester M3 3HN**

## MINORITIES AND CIVIL LIBERTIES THE COBDEN TRUST

**186 Kings Cross Road, London W.C.1.**

Recently the Trust has started a research programme related to the role of minorities and the issues raised by civil liberties. They have appointed an education officer thanks to the generosity of the Gulbenkien Trust. The ATSS is contributing to this project by sending some representatives. Some useful material is already available from the Trust.

**Educational Package on Rights, Responsibilities and the Law**

This is designed for use in schools, with youth groups, in further and adult education, community centres etc.

Contents:-

*PART 1 about the making, and breaking, of laws. Distinguishing between civil and criminal law. Investigating why we have laws, and where concepts of civil liberties/human rights lie in relationship to laws, the state, and the individual.*
- *Unit 1 ... the individual, civil liberties and the law*
- *Unit 2 ... the police*
- *Unit 3 ... the courts*
- *Unit 4 ... punishments, and alternatives*
- *Unit 5 ... juveniles and the law*

*PART 2 Laws, rights and responsibilities in everyday situations.*
- *Unit 1 ... At work*
- *Unit 2 ... As a woman*
- *Unit 3 ... As an immigrant or member of a discriminated-against minority*
- *Unit 4 ... At school, leisure, in the family, for young people*

The introduction and bibliography are currently available at 40p at the address above

The objectives of the package are to give students relevant knowledge of the law and legal practice and their rights and responsibilities in these areas so that they will be able to cope with real-life situations. The material is designed so that students can feel what it is like to be involved in situations they have never encountered and perhaps will never encounter, for instance to be discriminated against as a woman or a black person. In addition the material offers opportunities to practice basic social and literacy

skills and gives teachers criteria for measuring progress.

Each part will contain teachers' notes on the relevant laws, suggestions for the use of the materials and an annotated bibliography and resource guide, student fact sheets (reading age 11 years), and where appropriate tape/slide materials, games, scripts for role-plays and exercises.

It is likely that the Cobden Trust will co-produce these materials with the Inner London Education Authority Learning Materials Service.

## POLICE INFORMATION INDEX—produced by JAIL

Each month's copy will be posted to the subscriber at the end of the month. The subscription rate is two pounds per month which should be paid as a donation to JAIL.

P.I.I. aims to give a complete information service about different aspects of the police, from national papers. Although longer articles will not normally be included, an index of these will be given at the back of each months copy.

Donations to JAIL should be sent to:-

**P.I.I. JAIL,**
**271 Upper Street, Islington,**
**London, N.1.**

## THE IRON FIST AND THE VELVET GLOVE

*An Analysis of the US Police (2nd Edn) Centre for Research on Criminal Justice*

**Available from Pluto Press, Unit 10, Spencer Court, 7 Chalcott Street, London, NW1.**

This book draws together for the first time information about the police in the United States and traces their development from slave patrols to a modern army. The book shows that the transformation of the police is directly linked to the development of capitalism, class conflict and racial oppression. The authors take a critical look at modern police technology, and the development of the Los Angeles Police Department's Special Weapons and Tactics (SWAT) unit, the private police industry, the increasing role of the Federal government in modernising the police through the Law Enforcement Assistance Administration (LEAA), and recent attempts to control the police.

The Centre for Research on Criminal Justice is a project initiated by the Union of Radical Criminologists (URC) and the North American Congress on Latin America (NACLA). Their purpose is to collect information on the criminal justice system in order to analyse this system from a radical viewpoint and to struggle against rising repression in the US today.

US reviews include:

'... highly recommended for it provides a valuable overview of the police and their role in society.'

*(National Lawyers Guild Newsletter)*

## STATE RESEARCH BULLETIN

**published by Independent State Research Publications, 9 Poland Street, London W.1.**

This bulletin is published bi-monthly by an independent group of investigators collecting and publishing information from public sources on developments in state policy particularly in the fields of the law, policing, internal security espionage and the military. It also examines the links between the agencies in these fields and business, the Right and paramilitary organisations. Subscriptions £3.00 p.a.

## SEARCHLIGHT

**published by A.F. & R. Publications, 21 Great Western Buildings, 6 Livery Street, Birmingham 3.**

Searchlight; Britain's Anti-Fascist Journal, is a monthly magazine which keeps a close eye on the activities of the ultra-Right and their connections with more respectable agencies of the establishment. 30p per copy, subscription rates on request from A.F. & R.

## EUROPEAN GROUP FOR THE STUDY OF DEVIANCE AND SOCIAL CONTROL

The next European Conference will be held in early September 1978, near Bremen in West Germany. The topic of the conference will be *Terrorism and Legal Repression*, and any others or suggestions for papers would be welcome. The decision to hold the conference in Germany was made in response to a request for support by our German colleagues—many Germans who previously attended the European Group are frightened to attend—left wing academics are increasingly being subject to censorship, legal harrassment and loss of jobs, *Berufverbot*. In the face of the Gould Report, it becomes important to offer our support—for in West Germany the witch hunt has become a reality.

The English contact for the European Group (for membership, suggestions for papers, information, conference information etc.) is **Victoria Greenwood, 5 Biddulph Mansions, Elgin Avenue, London W.9.**

## NATFHE AND BERUFVERBOT

Teachers and other public servants of radical opinion in West Germany are under increasing pressure (see previous item and David Davies' letter in SST Vol 6 no 2) and some 4,000 people have already been sacked on this basis and many thousands refused jobs. The NATFE executive committee of 10/11 March recommended that: *NATFE GIVES ITS SUPPORT TO THE ANTI-BERUFSVERBOT CAMPAIGN AT BOTH A NATIONAL AND A LOCAL LEVEL.* Further details from the NATFE administrative circular 8/78. **Hamilton House, Mabledon Place, WC1H 9BH.**

## THE MINORITY RIGHTS GROUP

**Benjamin Franklin House, 36 Craven Street, WC2N 5NG**

The Minority Rights Group has three principal aims:-

*To secure justice for minority or majority groups suffering discrimination, by investigating their situation and publicising the facts as widely as possible, to educate and alert public opinion throughout the world.*

*To help prevent, through publicity about violations of human rights, such problems from developing into dangerous and destructive conflicts which, when polarised, are very difficult to resolve.*

*To foster, by its research findings, international understanding of the factors which create prejudiced treatment and group tensions, thus helping to promote the growth of a world conscience regarding human rights.*

The aims of MRG are remedial, preventive, and educative.

MRG is registered as an educational Trust (No. T31668 Z/1) in accordance with the provisions of Section 4 or the Charities Act, 1960. As such, it is precluded from engaging in any activity which could be held to be political in terms of the Act. MRG's status is thus that of a recognised charitable organisation, doing work of an essentially investigatory, informative and educational nature. Its field is international, and it has been granted consultative status by the United Nations (ECOSOC).

MRG maintains a continual survey of current events throughout the world to monitor developments in minority situations. It selects specific problems on which to focus attention, on the basis of criteria such as the severity of the persecution or discrimination to which the victims of group prejudice are being subjected, the extent to which it is possible to obtain reliable information, and the prospect of securing an improvement in the treatment of the people concerned by making known the facts of their situation. In choosing priorities MRG aims to maintain an international balance, to remain politically impartial, and to include some of the lesser known instances of discrimination as well as the more publicised cases.

It conducts detailed research into the selected situations, usually by commissioning suitable experts to prepare impartial reports on them in depth. This often involves their conducting first-hand investigations in the countries concerned. MRG then submits these reports to verification by different authorities on the subject. Ascertaining the correct facts is an essential pre-requisite for any remedial action: MRG believes in the intrinsic value of making the truth known in the many cases where accurate publicity leading to an informed public opinion is the best hope of redress.

MRG also holds meetings, lectures, seminars and conferences on minority issues. In addition, subject to the availability of funds, MRG intends to commission multi-disciplinary research into the root-causes of minority problems and their possible solution.

The MRG produce reports on minorities all over the world. They are in the process of producing a Teachers' Handbook for teaching in this area and it is hoped to include an article on the Handbook project in the next issue of SST.

## COUNCIL FOR EDUCATION IN WORLD CITIZENSHIP

**43 Russell Square, WC1B 5DA.**

CEWC issues a regular newsletter as well as educational broadsheets. The most recent (Jan/Feb and March/April) concern the problems, history development and conflict in the Horn of Africa and Southern Africa respectively. The Broadsheets are issued at two levels and include maps and would constitute useful teaching aids in this area.

# DEVELOPMENT EDUCATION

### New Initiatives in Development Education

**Nance Fyson (Centre for World Development Education) writes:**

In September 1977 a conference was held at Trent Park College, Hertfordshire, to discuss how our schools could better *"help children understand the world in which we live and the interdependence of nations"* (to use the words of last year's DES Greeen Paper). It was convened by the Centre for World Development Education, with financial help from UNESCO and FAO, and the seventy-five participants included teachers, both secondary and primary, lecturers in teacher education, inspectors, advisers, educational journalists, broadcasters and publishers, and educational staff of voluntary agencies.

One outcome of the conference was that strong representations were made to the Ministry of Overseas Development and the Department of Education and Science, calling for more government support for "development education". (The ODM already has a fund of £150,000 a year for aid to educational projects in Britain, but this is very small compared with the amounts that many other West European governments spend.) These representations are known to have been well received, and plans are now being discussed in Whitehall for inter-departmental co-operation and much stronger support for development education initiatives.

The Trent Park conference also felt, however, that there was a great deal educationists could be doing without waiting for high-level support. Accordingly eight study-action groups, composed mainly of teachers and lecturers with experience in various aspects of development education, have been set up. The groups are on: Primary and Middle Schools; Schools Broadcasting; Geography; Social

Studies; History; Music and Arts; Links with Multicultural Education; Religious Studies.

At its first meeting the Social Studies Group discussed the need to develop effective teaching strategies and to promote those techniques and resources which teachers have already found useful. It hopes to produce some notes for the guidance of teachers who want to make use of world development themes in Social Studies.

In the Group's discussions the need to provide strong links between learning about world problems and learning about similar problems at local level was stressed. And all the study-action groups have been concerned about the fact that, although a wealth of resource material for development education now exists, a great deal of work remains to be done on curriculum development and techniques.

In order to provide better communications among these and other groups and institutions working in development education, as well as teachers who may be working in isolation, the Centre for World Development Education has inaugurated a new section in its monthly bulletin, *"ACTION FOR DEVELOPMENT"*. This will carry reports of new iniatives in teaching and curriculum development, information about resources and discussion of teaching methods.

Copies of a report on the Trent Park Conference, "Learning to Live in a Changing World", and an annotated catalogue of resources for teaching about world development, can be obtained, free of charge, from the **Centre for World Development Education, Parnell House, 25 Wilton Road, London SW1V 1JS.**

## RADIO AND TELEVISION

The Schools Broadcasting Council has just published its Research and Evaluation Report No 3 on the subject of Schools Broadcasting in Combined Studies Courses for pupils of 11-13. It is apparent that there is relatively little provision by the BBC for Social Science in Integrated Courses for this age range and it appear that the trend is towards single discipline units in Broadcasting for other age groups also. This may be of interest to members who would like to see additional material of specific social science value appear on Radio and TV. Perhaps members would also be interested in expressing their views on these developments to the BBC.

The most recent BBC publicity about programmes for 1978/79 indicates that further economies are to be introduced. These will include withdrawal of some pamphlets, reductions in size and scope of some publications. Members are urged to order relevant materials in advance.

As suggested above there seems to be a move away in some programmes from the multi-disciplinary or integrated approach.

### ADVANCE PROGRAMME INFORMATION: BBC TV

The following series will continue from October 78:-

**16-18**

1. Film as evidence.
   Propaganda with facts.
2. The Living City.
3. Signs of Trouble.
4. General Studies.
5. Peter Donaldsons Economics.

**14-17**

Twentieth Century History

**NEW PROGRAMMES**

1. Roads to Conflict (Arab Israeli Conflict)
2. The Business World

**11-13**

1. Scan
   The BBC comments on the reorientation of this programme to focus units on single disciplines as a result of the research on combined studies in schools referred to above. However, topics they say, will enable teachers to develop interdisciplinary themes if they wish.
2. Scene.

### Social Anthropology—Face Values: A new series on BBC

Face Values was made by the BBC in collaboration with the RAI for first transmission in the spring. The aim of the series is to introduce a wide audience to some anthropological perspectives by exploring the importance of symbols in everyday life in different societies. The approach is thematic and comparative rather than descriptive and individual programmes deal with such themes as: the use of gender, social space and the human body. Material for the series has been filmed in Malta, central Brazil, Tanzania, California and Britain. Anthropologists who have done fieldwork in these areas have acted as advisers. The series is accompanied by a book to be published by BBC publications.

### ADVANCE PROGRAMME INFORMATION: ITV

The following programmes in the General studies series for FE may be of interest to members:

1. Looking at Television
2. The Messengers
3. Politics, what's it all about?
4. The Comprehensive School

### ADVANCE PROGRAMME INFORMATION: RADIO

**10-12**

1. MAN (slightly modified)

**14-18**

1. INQUIRY: Autumn 78 Opinion shapers, it's a Business

Spring 79 Responsibilities and freedoms (including Delinquency)
Summer 79 Working World, A question of identity

2. By the People, for the People (opinions and political representation)

Further information may be obtained from **The BBC TV and Radio 1978/79 Annual Programme for Schools and Colleges** obtainable from : **BBC (schools), The Langham, Portland Place, London W1A 1AA.**

## DIARY DATES

**June 12th** 'China' a five day Teachers workshop at S.O.A.S.

**June 13th** North East London Branch Meeting, Haringay Teachers' Centre.

**June 20th** Political Education, Lambeth Teachers' Centre, 5.00pm. 01-733 8609

**June 27th** 'Politics of Race in Schools'. Lambeth Teachers' Centre. 01-733 8609

**June 28th** East London Branch Meeting, Waltham Forest Teachers' Centre.

**July 4th** 'The Languages of Africa and S.O.A.S.
Asia' Conference for 6th Formers

**July 3-7th** 'Summer Lectures for 6th Formers. Polytechnic of North London. 01-607 2789 Ext. 2099

**July 11th** 'Religions of Asia' Conference for 6th Formers. S.O.A.S. (Free)

**July 14th** 'World Food' Day Conference for 4th & 5th years. Institute of Education. C.E.W.C.

**July 17-21st** D.E.S. Regional Conference. 'The New History' Brighton Polytechnic includes a consideration of history as a vehicle for political literacy. Details from D.E.S.

**July 23-28th** 'Sociological and Feminist Theory' B.S.A. Summer School City University. Details from B.S.A.

**Aug. 2-8th** 27th World Confederation of the Teaching Professions' Jakarta. Information from Discover the World Tours, 10 Gilbert Place, WC1A 2JD.

**Sept. 8-10th** Politics Association Conference. Details Geoff Prout, 14 Wakefield Close, Strood, Rochester, Kent.

**Sept. 15-17th** 'Race and Class' ATSS Conference, Bulmersh College of H.E., Early, Reading.

# CONFERENCE REPORTS

### BBC EDUCATION AND WORK CONFERENCE

HELD AT Gateshead Technical College on 14th March 1978.

**Len Law** writes:
The BBC's purpose in holding this conference would appear to be two fold; firstly to advertise their present programmes and secondly to 'seek' advice on what further they could do to "arrive at a better understanding of the changing nature of the transition from education to the world of work".

The 'advertising' part of the conference took up the morning session and was fairly interesting; particularly some of the local radio programmes displayed – it would seem that most local radio stations are very eager to aid teachers and students produce programmes of their own in this field. The national output was more conventional, consisting mainly of stuff directed at the 13 to 16 year old 'lower ability' ranges.

The afternoon was given over to a number of 'seminar discussion groups', and it was here that the fun started. I chose the 'Understanding Industrial Society' group, thinking that it would be about what it said it was. However, the Beeb personnel did not share the same language use. They thought the term "industrial society" referred to life inside factories! It took some time for the representative of the Economics Association and myself to realise that we were not going to have much success in 'educating' them from this view, even given that they started by looking at the AEB's 'O' level syllabus 'British Industrial Society. The Beeb men were resolute that the discussion should stay within the narrow framework of what they could do for the 13-16 (possibly 16-19 as well in F.E.) lower ability ranges. They were unable to see that there was any relationship between the work of the education section of the Beeb and the rest of the media, especially t.v. news, when it came to establishing attitudes to 'work and industry'. They were unable to see that all children, and most adults, need more factual information about what goes on. They thought that the idea of teaching kids from the age of 5 upwards about what goes on in a wide variety of industries through a series of short programmes was, "Cloud Cuckoo Land"; – despite the fact that the Playschool, Through the Window series has been doing a fairly successful job for years for the under fives. Indeed the only point they were willing to concede was that there was a need for programmes on 'industry' and other 'occupations' directed mainly at teachers.

It would seem that the BBC will continue to direct most of its national programmes on 'work' to those most likely to leave school and enter unemployment!!

**MEANWHILE ...**
"53 high-fliers from 32 independent schools throughout Britain are to be introduced to career

opportunities in industry. The week-long conference called 'Management in Action' and organised by the Independent Schools Career Organisation, will show academically ambitious youngsters what big business is all about.
The Companies which include such giants as Courtaulds, Tarmac and Metal Box will lecture the youngsters on the functions of management and give them practical first hand experience on how they operate."

*Daily Telegraph*, 31st March 78

## SOCIOLOGY TODAY – 'A' LEVEL CONFERENCE

**Pat McNeil**, St. Albans College, writes:
This conference was held at Herts. College of Higher Education, Wall Hall on February 28th. It was organised by Paul Lines of Wall Hall and myself.

Just over two hundred 'A' level students attended with their tutors, from fourteen schools and colleges and participated in a full programme. Tony Marks gave the opening talk and there followed a choice between Professor John Eggleston on 'Perspectives in Contamporary Sociology' and Dr Marten Shipman of the I.L.E.A. on 'Understanding Research'. After lunch there were eight study groups based on areas of the 'A' level sociology syllabus led by Wall Hall staff (Paul Lines, Judith Ennew, Dave Thorburn) plus Howard Newby (Essex) Dennis O'Keefe (P.N.L.) Will Knapp (Cambridge) and ATSS stalwarts, Frank Reeves and Adrian Wilson. The day ended with a plenary session of questions to a panel of Howard Newby, Frank Reeves and Tony Marks.

Taken in all the conference was undoubtedly a success, and the fact that over a hundred requests for places had to be turned down proves that there is a real demand for this kind of event.

If anyone else has it in mind to organise such an event, certain lessons have been learnt from this one.

*1. The real determining factor on numbers is catering facilities. Don't exceed what your catering staff say is their limit.*

*2. Allow time for conference members to get from place to place – then double it.*

*3. Brief your speakers very carefully on who their audience are and what is wanted. Don't cut any corners here. Speakers appreciate detailed advice anyway.*

*4. Although you may want 'star' speakers go for those of known teaching ability rather than for glamour. If you can get the two together, so much the better.*

*5. Suggest to speakers from universities and polytechnics that it's worth their while to come for the publicity for their institutions and their courses. In fact most of them seem to enjoy it, but this could be a useful carrot.*

*6. Try to give students more chance than we did to talk back. Ours tended to have a day of listening.*

If (when) we organise another such event, we will probably invite rather smaller numbers and concentrate on limited areas of the syllabus. The big 'blockbuster' conference is probably only appropriate in any area every two or three years, but a group of specialists gathered together to talk to smallish groups of students on topics prepared in advance is a prospect which would be welcomed by many teachers.

Finally I would like to record thanks to Wall Hall for making the conference possible. Though it was not organised under the auspices of ATSS, I hope to use this impetus to relaunch ATSS in this area.

## A.E.B. 'A' LEVEL PUBLIC AND SOCIAL ADMINISTRATION, CONSULTATION MEETING 13.3.78

**Alan Preston**, Stevenage College, writes:
This was one of several meetings convened by the working party with teachers (who in fact came overwhelmingly from F.E.). The 'A' level proposed is aimed to 'draw upon areas of general interest common to both Public Administration *and* Social Administration'. The proposal arose as a response to requests and comments from A.E.B. examination centres and it is hoped that it will be operational in the early '80s. Teacher representatives expressed worries that combining the interests of Social *and* Public administration would make the syllabus inchoate and asked for guidance on what theoretical perspectives the examiners would be looking for. The answer was that a wide range of perspectives would be considered valid. Teachers were also worried that the syllabus contained too much. However it was said that the content and structure would allow teachers and students to master a 'core' of the subject and then pursue optional interests. The syllabus content and structure were purposely predictable and not innovatory, to facilitate a planned course of study at this level.

Concern was expressed that the A.E.B. had not yet established that the proposed 'A' level would be recognised as 1 of 3, against for example Sociology and Government and Politics. One would have thought that discovering the attitudes of the Universities on this matter would have been a first step, but the A.E.B. are delaying this exercise until the syllabus is finalised and has been through Schools Council. When asked how the working party regarded the relationship between this 'A' level and other 'A' levels and courses such as B.E.C., the working party apparently had no views.

The new 'A' level was obviously seen by some teachers as preferable to Government and Politics since the latter had developed to stress comparative material making it difficult to teach in one year! Others were attracted to it for educational reasons. There was a general feeling of the inevitability of an A level in this area and perhaps it is surprising that one hasn't been produced before.

## WOLVERHAMPTON CONFERENCE PROFIT

The very successful ATSS conference held in Wolverhampton in February made a profit of approximately £500. Thanks and congratulations are

due to Paul Cooper and Len Law and their helpers who organised the conference and opprobrium to those who pinched the inspection copies of books displayed by publishers.

**ADVANCE NOTICE**
There is to be a conference on 'Race and Class' at Bulmershe College of Higher Education, Earley, Reading on September 15-17th 1978. More details available later in the year.

## OTHER NEWS

### ATSS Project delayed again

The ATSS 13-16 Curriculum development project which has the support of the Social Sciences Commitee of the Schools Council, has not gained the support of Schools Council Steering Committee B. Despite the fact that an enormous amount of work has been done on the submission to clarify its aims and objectives Steering Committee B rejected it on the basis that these remained unclear. The basic problem seems to be that the ATSS project is one designed, in line with the official policy of Schools Council, to discover good practice and to work it up and disseminate it. However as most readers will know the majority of Schools Council Projects actually develop materials centrally and impose them on schools from above. Obviously with a project designed as is the ATSS one, it is difficult to describe the finished product before the project has been started, but inability to do this is the reason why the project has been rejected at this stage.

The ATSS Executive meeting on March 18th agreed that Geoff Whitty should reconvene the steering committee to redraft the proposal to meet these objections. It now seems unlikely that Ivor Goodson will be able to take up the position of coordinator of the project.

### T.E.C. and Social Science

The reconstruction of further and higher technical education under the auspices of the Technician Education Council may well have implications for the work of some ATSS members. For instance we know that some colleges are planning to use the A.E.B. Communications Studies 'A' level as part of their T.E.C. package. Anyone who has been involved in T.E.C. curriculum work, or otherwise knows about the workings of T.E.C. would be doing members a great service by writing a short article on this topic for the SST.

### S.O.A.S. Resource Centre

**Malet Street, London WC1E 7HP.**
The Extra-Mural Divison of the School of Oriental and African Studies has a Resource Centre which is open to teachers and to student groups by appointment. Information sheets on the Centre and on publications can be sent on request. These include:-

*A Teachers' Handbook of Resources on Asia and Africa*
*World History Syllabuses*
*Japan: A Handbook for Teachers – an article based on this will appear in a future issue of SST*
*The World of Islam: A Teachers' Handbook*
*Anthropology: A Guide for Teachers in Schools and Colleges. Reviewed in this issue.*
*Development Studies: A Handbook for Teachers*
*Introducing World History*

In preparation (these will be available in 1978):-

*China: A Handbook for Teachers*
*Perspectives on World Religions: A Handbook for Teachers*
*Africa: A Handbook for Teachers*

S.O.A.S. is willing to organize sixth-form and college of education student conferences at centres throughout the country in cooperation with individual schools and colleges or with local education authorities. A very wide range of area and theme topics can be offered. They may be concerned with the current situation, the recent past or with cultural, geographical and historical themes. Again they may be arranged on subjects which cut across areas such as World Religions, World History or Development.

In addition to conferences, related series of lectures can be arranged for schools and colleges within reasonable distance of London.

S.O.A.S. is also willing to arrange for lecturers to visit schools, or to take part in careers conferences and conventions in the context of Undergraduate Studies.

Arrangements can be made on request for individual sixth-formers or for small sixth-form groups to visit the School in advance of submitting UCCA applications in order to discuss the general undergraduate programme or specific undergraduate courses.

### Teachers' Course

There will be a fifteen week course entitled 'Recent Developments in 'A' level Sociology for Teachers' held at the Polytechnic of North London. The course starts in the Autumn, is tutored by Tony Marks, is from 6.00–8.00 p.m. and costs £7.00. Further information from **Mrs Susan Wright. Dept. of Teaching Studies, Polytechnic of North London, Prince of Wales Road, NW5 3LB.**

### Morrell Fund

The Morrell Fund established by Schools Council provides grants to support original curriculum development taking place at local level where groups of teachers are engaged in some enterprise within a school or teachers' centre and need a comparatively small sum of money. Grants usually range from between £25 and £250. Applications to **The Secretary, Morrell Fund Committee, Schools Council, 160 Great Portland Street, W1N 6LL.**

### First Degree Awards

The Association of Commonwealth Universities has compiled a booklet giving informaton on Commonwealth-wide sources of finance for students undertaking first degrees. The booklet is called *'Financial Aid for First Degree Study at Commonwealth Universities'* available from **A.C.U., 36 Gordon Square, W.C.1.** at 85p.

### Students and Supplementary Benefits

Due to the high level of youth unemployment the DHSS have relaxed their rules applying to education undertaken by young people up to the age of 21 while claiming supplementary benefits. The rule that such students should not exceed '3 days' attendance at a college remains as it was in 1977, but '3 days' may now be interpreted as 21 hours. Students have to show willingness to give up their studies and take up suitable work where offered and to attend at the employment office, and as always the Supplementary Benefits Officials retain a measure of discretion, which may be challenged through an Appeals Tribunal.

A number of telephone calls to Supplementary Benefits Offices around the country showed that none of them knew or would admit to knowing even the situation as it was from the beginning of last year. Thus if you have students in this position it would be as well to arm yourself with *Administrative Memorandum 4/77* and its *Amendment No 1* 10th Feb 78 from the **Department of Education and Science, Elizabeth House, York Road, SE1 7PH.**

### Free Resource on the Advertising Industry

The annual report of Saatchi and Saatchi Limited, one of the big five advertising agencies in Britain, contains a very useful characterisation of the advertising industry as a whole – showing the tendencies towards concentration common in all industries, and the rising rate of profit from advertising as the rate of profit falls in manufacturing, a prediction made a long time ago by Baran and Sweezy. Saatchi and Saatchi are an interesting agency to keep an eye on. They achieved notoriety the other day with their somewhat untactful advertisement for the T.S.A. which showed a teenager in a dustbin and caused an outcry among teachers and youth workers. They designed the recent C.O.I. pamphlets on health, and unfortunately chose to use a picture of a Pimlico School chosen by the National Front for one of its posters in the West Midlands. They design anti-smoking campaigns for the Health Education Council and advertise cigarettes, and promote both Margaret Thatcher and British Leyland. Isn't there something vaguely unconstitutional about an agency which numbers among its clients the Government Central Office of Information and the major Opposition party? Something about the separation of the powers. Copies of the annual report from: **80 Charlotte Street, London W1A 1AQ.**

## BRANCH NEWS

### South West

A meeting is to be held in Plymouth on 17.5.78 to set up a South West Branch. Contact person: **Mrs Jean Anderson, College of St Mark and St John, Derryford Road, Plymouth PL6 8BH.**

## A.T.S.S. IN LONDON

After several years of only sporadic and local activity in London, groups of A.T.S.S. are being formed for the first time or old groups being given new life.

### South East London

A meeting was held at the Lewisham Teacher Centre on 18.5.78 to establish a South East London Branch. All ATSS members in the area were sent details. Further information contact: **Sue Parke, 14A Gatestone Road, S.E.19.**

### West London

A meeting is planned in June at which it is hoped that Ann Oakley will be the speaker. For next winter a series of 6 meetings are being planned in conjunction with Brunel University Social Science Teachers Centre and the Hillingdon Social Studies adviser. Details will be sent to members in the area or contact: **Adrian Wilson, 18 Sycamore Close, Church Road, Northold, Middx. Telephone 841 6714.**

### East London

The inaugural meeting of a new East London Branch will be held on **Wed. June 28th at 7.30 at Waltham Forect Teachers' Centre, Queens Road, E.17.** Details will be sent to A.T.S.S. members in the area and to all teachers in Schools and Colleges in Havering, Waltham Forest, Barking, Redbridge and Newham. For further details contact: **Michael Clarke at Waltham Forest Teachers' Centre. Tel. 521 3311.**

### North London

The North East London Branch is to be revived at a meeting at **Haringay Teachers' Centre, Philip Lane, N.15** (Nearest Tube Turnpike Lane) on **Tuesday, June 13th at 7.30 p.m.** when the topic will be 'Problems of Teaching 'A' level Sociology'. Details will be sent to all schools and colleges in Haringay, Enfield, Hackney, Barnett, Camden and Islington. Contact: **Jean French, 45 Kings Avenue, N.10. Tel. 883 0336.**

Any ATTS member in London who would like to help organise meetings in their own locality in order to meet other teachers and exchange ideas is asked to contact whichever of the people above seems to be the nearest.

**Herts and Beds**
Pat McNeil is attempting to rejuvenate the ATSS in this area. Address: **3 Battlefield Road, St Albans, Herts.**

## CORRESPONDENCE

**Dear Editor,**
As a social studies teacher working with 14-17 year old students in a London comprehensive school, I would like to express a personal view on teaching about industry.

The article by M.Norman in SST Vol 7 no 3 Feb. 78, should go neither un-noticed nor unchallenged by teachers. The particular view of industry expressed assumes a congruence of interests between social studies teachers, young school leavers and the aims of industry. We are advised that we can understand industry by using material collated and stored at the Understanding British Industry project centre. Implicitly, the impression is given that industry as it exists at present, is organised in such a way as to benefit the majority of workers (of all ages, female and male), and that there is something 'necessary' about the existing division of labour and the kinds of technology it utilizes.

What is ignored in the article is that industrial organisation in Britain centres upon the profit motive and that specific technological developments are historically linked with the requirement of employers for a disciplined and submissive work force. A familiar example of this is the car industry. The 'progress' made by the technical need to work at that speed, in those conditions, under that pressure, is that of owners not workers. Furthermore, there can be alternative technologies if the aims of industry are re-defined, as the Lucas aerospace workers show. That is not the concern of the UBI. To take another case, the process technology of the chemical industry, to which in 'O' and 'A' level we usually make specific reference, has until recently been characterised both by employers and sociologists (eg Blauner) as less alienating than assembly line work. This 'understanding' is being changed in the light of recent work (Nichols and Beynon), which interprets the scientific manpower component as very small and consisting of fragmented social relations and exploitative work conditions. Most of the other work in this allegedly scientific industry is routine heavy manual work.

These examples are included to make the point that it is not possible to have a neutral understanding of industry, nor, to take it further, of science and technology. We must think carefully about whose understanding we wish to pass on, for our students will be future young workers, not employers, if they manage to get a job at all.

The language of the present extension of the education debate, which is linked with many areas of policy making, including unemployment policies, is partly based upon the word *Skill*. One of the effects of this is to deflect a critique of British industry away from employers and onto teachers who are then seen as not providing students with an adequate degree or type of skill. This process encourages teachers to look for solutions within their teaching materials and methods. In this context, a formal link between the UBI and the ATSS would make it much more difficult for teachers to avoid this deflection process and to recapture the essential critique of industry which lies behind it.

As social studies teachers, one of our aims should be the development of a critical awareness of the social processes involved in economic production in our society. The UBI could best support us by opening the doors of the industrial world as widely as possible.

I understand that M. Norman works for the UBI. If that is the case it should have been clarified at the beginning of her article so that her biases would

have been explicit. I hope that this letter will stimulate a debate on this important matter in future editions of SST.

Yours faithfully,
Pauline Matthews

**Dear Editor,**

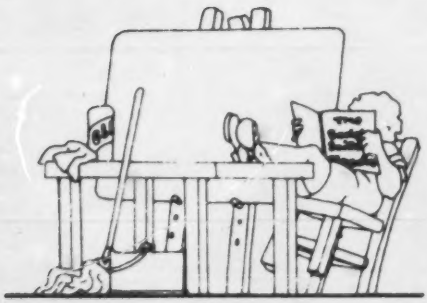
It would be churlish of me not to applaud the efforts of Attwood and the Cockpit Arts Workshop team (Briefing no 11, SST Feb. 78), as clearly they have been 'doing' a good deal in their own way to lighten a very dark corner of schooling. I was, for example, pleased to see their workshop exhibition that was mounted in London some time ago. I can appreciate their desire to provide some guidelines and resources on 'Pop music'.

Most of my remarks relate to the 'Words of warning' section of the briefing. Here, Attwood argues caution by the teacher, because of the possible pupil resistance and/or 'culture clash'. Two points here; firstly, I would argue that attempting to deal with the 'Pop industry' as a thing-in-itself, is a too narrow approach. Surely one of the essential characteristics of the pop industry is that it follows 'the rules' of other productive, profit maximising, industry, with commercialisation, tendencies towards monopolisation and attendant advertising notions etc.? Perhaps we only compound our students misunderstandings and prejudices by isolating the pop industry? Secondly, I do not feel we need to 'hide' the implications of the 'culture clash' (and stand behind our professional secrecy?) Perhaps we need to make these identity, structure and 'culture' contradictions explicit? Surely we cannot argue that in dealing with pop in the classroom, we can not recognise the ideological issues raised by schooling and curriculum? Perhaps I could make a plea here for texts like Charlie Gillett's 'The sound of the city' and George Melly's 'Revolt into style', which both attempt to establish a wider context for the discussion of the rock and roll/pop phenomenon.

Attwood quotes some explorations, by Mellers, 'Twilight of the Gods ...' and Swanwick, 'Pop music and the teacher' ... who in their own ways took a serious look at pop, and in the process laid low the myth of pop as "mindless trivia." but here I feel we need to take care. Can we be entirely comfortable with Swanwick, when he is capable of saying; "In some rural communities and in schools where there is a lot of really active music-making and not so much talking and listening, it may well transpire that the problem of pop never rears its head. If so, we should be grateful for the respite ..." (pop music and the teacher p. 126). Mellers' musicologists essay on the Beatles is interesting, although lacking social scientific rigour, reflects a tendency more in tune with the Newsom Reports analysis; "Out of school, adolescents are enthusiastically engaged in musical self-education. They crowd the record shops at weekends, listening and buying, and within the range of their preferences, they are often knowledgeable and highly critical of performance; and the technical performance of the music they like is frequently high. The find rhythm exciting." (Newsom Report p 139/140). Graham Murdock and Guy Phelps documented these issues well in their 1973 Schools Council report, 'Mass Media and the Secondary School'.

But perhaps I am over-reacting; still Lennonism fits my bill, 'Why don't we do it in the road?!' (From the Beatles White Album, apply your own emphasis).

John Astley, March 78
Oxford C.F.E.



# ARTICLES

## Notting Dale Urban Studies Centre: The practice of an idea

**By Chris Webb, Notting Dale Urban Studies Centre**

Notting Dale was called a 'plague spot' by Charles Dickens in 1851 and some hundred years of redevelopment and clearance, spanning many of the planning and architectural orthodoxies of this period, has left it little better! An area segregated from the richer parts of its parent borough by a main road, and coralled in concrete to the North and West by the concrete bulk of an elevated urban motorway. Within these confines lies some of the worst housing in 20th century Britain, overcrowded and overpriced legacies of Victorian speculation, now notorious for its past of rackrenting landlords and a present of racial conflict. Where demolition and reconstruction have been initiated the formal barracks of the 1940's and 1950's and the sterile, high-rise estates of the 1960's, have proved to be qualitatively inferior in many ways to the small, terraced housing that they replaced. Many shops and pubs have been demolished and old neighbourhood networks have been fragmented, the human aspect of this well reflected by the pockmarks of blight that scar the neighbourhood.

In the face of the intransigent character of the area and the well-publicised failure of many of the interventionist policies of the last decade, both here and in America, the role of an Urban Studies Centre might seem prematurely redundant! But this view rests on an essentially static idea of cities, where an overabundance of structuralist sociology has almost rendered it beyond the ken of these who actually make up the city and where educational demarcation has produced a multitude of partial insights, neatly segregated by subject boundaries.

If the city as a mirror for economic and social values, as a dynamic political process of many levels, as an example of distribution of most things both historically and immediately, is to be understood and perhaps changed, then the ways for doing this must surely be equally dynamic and eclectic in character. Particularly they must flout some of the old notions that the process of education and the 'real world' are somehow separate or that the realms of subjective experience are somehow inferior to the 'objective fact'. Only in these ways, by exploring new possibilities for the understanding of and participation in the urban environment, will the role of Urban Studies Centres be anything other than merely registering the status quo.

That the Notting Dale Centre should be funded by a Harrow School Trust, very much part of the status quo, is paradoxical and peculiarly British. This Trust decided to set up the Centre in 1974 and since then has afforded us almost unlimited independence and generous financial support. Other Centres constrained by their funding sources have found themselves developing very differently, although the character of their respective areas would seem to be highly significant too. It would certainly be true for us that our position in a cul-de-sac created by the elevated motorway, has influenced our posture within the neighbourhood to some extent. A position on the busy main road of the Ladbroke Grove might well have influenced us towards advice and 'shopwindow techniques' rather than the lower profile, collaborative style that we have developed. The very architecture of the building, a Victorian rectory, has contributed towards our practice. The rooms are many and varied in shape and size, this in itself inviting small groups and diverse uses.

The main publicists for the idea of urban studies and the possibility of Centres has been the T.C.P.A. Education Unit. They defined three major uses for such Centres,—as a resource bank for the community, as an educational Centre and as a place where planning issues might be located. We have certainly developed in these ways but the different initiatives are almost totally inter-related, so that our basic resources often are the reason for contact with the community, and when this develops into a more collaborative association, this is then the informing medium for the work that goes on with schools and colleges.

But for the sake of descriptive convenience the three areas will be treated separately to begin with, although their integral relationship will continually be made apparent.

In physical terms as a basic Resource Centre, we offer a very accessible range of facilities that enable people to communicate more effectively. We have off-set printing machines, photocopying facilities, stencil cutting equipment, photographic dark rooms, a wide range of recording and reprographic hardware and a reasonably large supply of the necessary software. In addition the Centre's secretary acts as a community secretary, helping

Tenants' Associations or Planning Groups with basic typing and duplication. This in itself is not unusual, the distinctive difference appears to be the very real access that we give to people, not merely to the machine but to learning the processes involved. In this way people can become self-sufficient and use the Centre whatever else is happening or if the staff are engaged elsewhere. The only cost involved in all this is for any software used so that we can recoup our supplies. All of this might appear mundane but our experience is that all kinds of local initiative and energy can be lost for want of the means to enable things to happen. To facilitate such processes, so that people at least have the means to begin to impinge on their urban destinies is a beginning, not least when dealing with the massed sophistication of bureaucracies both local and national.

What has tended to happen from these contacts is that people continue to use us regularly in the limited way described above or the issues that they are involved in become a shared responsibility. This often happens casually rather than in the formally instituted framework of a Community Development Project or Action Team. Groups have asked us to be involved or we have suggested possible tactics and the range of local and London issues that we have become involved in is immense, often demanding a level of expertise that we do not possess in, say, planning law or development policies stemming from particular authorities. In these cases we can act as co-ordinators, making sure that groups contact the right people, facilitating potent action. Sometimes the local planning authorities or housing departments enlist our local knowledge, but on th whole we have found ourselves aligned against the insensitivity of the planning machines in London. A list of some of the issues indicates our concerns in particular and our general regard for quality of life and peoples' attempts to take control of it in small or large ways.

*(a) Planning Enquiry regarding the fate of a large Victorian building within a redevelopment area. The local feeling is that the building should stay (as a nice, warm building) and be converted into a community centre to remedy the conspicuously deficient Estates into which housing policies have forced them.*

*(b) Local action on the opening up and transformation of the one local park of a few acres. There is little public open space in this part of the Borough and what there is, is often a sterile and, hence, underused area.*

*(c) A forum concerning the introduction of jobs back into the area. This is an initiative by the Council and we shall be playing a part in this.*

*(d) Working with the Tenants' Association of one Estate to remedy some of the inadequacies that they have isolated. We helped them in this by the construction, delivery, collection and analysis of over a thousand questionnaires. This was done with the help of student volunteers and then turned into a large Report. The local press gave us a great deal of publicity and, allied with lobbying of Councillors, produced some incremental advances on the Estate. But the glaring deficiency of the Estate revealed by the questionnaire was the lack of a Community Centre from which and through which social organisation could be extended to groups like old persons and single-parent families. This has resulted in an alienated and isolated population, which often does not know its immediate neighbour, well compounded by the bizzare architecture of the high-rise blocks.*

The Tenants' Association decided that a hall must be a priority and for over a year we worked with them on this. It involved a great deal of lobbying and application which has culminated in the granting of a £55,000 Urban Aid subsidy. The tenants have been asked to choose a style of building and its facilities, with the aid of architectural students who drew up a variety of possible sketches. A committee of Tenants was elected after this to employ an architect and to manage the project which will be primarily built by the tenants themselves.

All these experiences have been quietly collaborative, enabling people to do things more effectively and in this fashion gain some control over their environment. It is also the relationship which allows us to transcend some of the barriers between community and education. For the very issues that we are involved in are the substantive concerns of students doing Urban Studies. It is their neighbourhood and their city which is the starting point for investigation, and, perhaps even more important, their legitimate knowledge and perceptions which are the medium for investigation. In this way Urban Studies is an extraordinarily democratic way of looking at the world, for central to its processes is the human being using his or her senses, experience and knowledge in the pursuit of understanding. Obviously this would be defined as 'subjective' within traditional notions of knowledge but my contention is that cities, their buildings, traffic, jobs and so on, are essentially human relationships. To begin to understand or challenge prevailing ideas in the urban scene requires *human* techniques, not recourse to aprioristic notions or positivist methodologies. Much of the deterioration in city life has been due to the zestful application of such ideas and methods.

In urban or local studies one is using peoples' perceptions and investigations of the built environment to begin to understand how it works in human terms. Not only how people marooned in the follies of the 1960's feel, not only in laying bare the qualitative deterioration of street life as perceived by those who live it, but also in coming to terms with the people who made decisions, their motives and their shaping ideologies. These cover a range from national and local politicians, businessmen and their companies, bankers, architects, planners and the whole army of people-managers that has grown up to cope with inner-city collapse. Here, we are dealing with power and the forces that shape our society and our cities. It is not a long step from looking at a rather squalid house in Notting Hill, to

asking questions about housing finance, speculation and priorities within our country. A look at the madness of London rush-hour traffic soon poses the fundamental questions of energy, freedom, jobs and alternatives. In short, urban and local studies will inevitably involve a 'political' investigation unless it contents itself merely with the shapes of bricks and the profiles of streetscapes.

One other point is worth making here. If students are to be involved in urban studies then it poses some challenges to traditional schooling on three counts. One, it is an *eclectic* way of looking at the world which involves the historical, the economic, the political, the architectural, the sociological in equal proportions. This obviously challenges some of the traditional subject demarcations and certainly has no pretensions as to having a specific epistemology, which most subjects seem to have worked out for themselves in their more philosophical moments. Two, if Urban Studies is concerned with making people more aware and potent in their world, strong enough to participate and not merely to be recipients, then the *ethos* of such work must surely be different. By this is meant that the work done by school students should be *autonomous, generative* and often *collaborative*. If they are not in the habit of forming their own learning strategies, or at least the tactics, or if they are unused to creating knowledge for themselves, then the business of participation as an adult will be even more difficult. In the final analysis one only learns by doing and these differences in emphasis are surely a beginning for the student. Three, if one recognises the essentially human quality of the city and the central importance of the 'intelligent senses', then there will often be no right answers as such. One will be faced with a plurality of response, a variety of values and a proliferation of political stances. Within this one has to come to some personal view, recognising the constraints that are operating, but the value choice arrived at is hardly amenable to a mark out of ten!

To allow this modus operandi means that the resources and facilities available to students will have to be rather different from traditional textbooks or library volumes, although these still play a part. In fact it means the development of a local bank of resources which allow the mobility and choice implied by the descriptions above. At the Notting Dale Centre we have collected together a variety of resources which are continually being added to by the work of students and through our work with local groups. These include the following:-

*(a) A range of maps from the 16th century to 1977 zoning maps – indispensable tools for charting physical change.*

*(b) A range of historical archives on building speculation, housing styles, social history and medical statistics.*

*(c) A collection of street directories through the last one hundred years, to chart occupational and residential change.*

*(d) A growing collection of vernacular histories which we have taped form the recollections of old people who used to live or still live in the area. These we print and sell in the local shops and they would seem to be indispensable aids both in terms of rectifying the balance of historical accounting and in providing a qualitative sense of the past which can often transform into agenda for the present.*

*(e) Demographic material, broken down into ages, sex, race and occupations. These need to be quite specific, often to the size of Electoral Districts or particular Estates. Often one has to find this out independently.*

*(f) A continually growing collection of slides and photographs taken locally or illustrating examples of housing design, estate lay-out and New Town policies from outside of the locality.*

*(g) Planning material of all kinds, which covers a multitude of documentation –*

*(i) Official Publications from various authorities.*
*(ii) Committee Reports on specific issues.*
*(iii) Reports from Officers to elected members.*

*(i) Official Publications from various authorities.*
*(ii) Committee Reports on specific issues.*
*(iii) Reports from Officers to elected members.*
*(iv) Public Protest letters.*
*(v) Consultation Documents.*

*These are often difficult to get hold of but in many ways are the raw material of planning and political processes and as such, are essential to understand how they work.*

*(h) Specific packages of material making up case-studies of different issues like the Motorway, the development of a blight area or the attempts of a group to halt demolition of a building by the Council.*

*(i) A small library of specialist publications, ranging from the Grand Theory debates to small scale descriptions of cellular renewal in a British town.*

*(j) A range of periodicals covering housing, history, architecture, tenant politics, and so on, as well as local newspapers which form an invaluable resource in themself.*

*(k) A range of aerial photographs.*

This bald description of primary and secondary materials gives little sense of their use or how long it takes to both accumulate and make accessible their contents. The language of bureaucracies and professions is often esoteric and needs to be translated for lay and student comsumption. Equally, such resources need to be complemented by a range of hardware such as cameras, tape-recorders and video, to allow their official or unofficial statements about the area to be investigated through the experiences of the students and of the people who live locally. The counterpoise between the Hard and Soft City as defined by Jonathan Raban in his book of that name, gives a sense of the possibility here. The Hard City is the city of statistics and zones, whilst the Soft City is the city of dreams and personal perception. Students need to work at the interface of these two.

Most of the groups that arrange to use the Centre come as a result of classroom initiatives rather than

curriculum organisation on a school or college scale. They come from a heterogeneous subject background, mainly from local schools, Junior and Secondary, as well as from universities, polytechnics and Teacher-Training Colleges. On the whole they come for a significant period of time, say a whole academic term, for a half-day per week. We tend to introduce them to the urbanisation of West London through slides, exploring the more modern effects by means of an Urban Trail. After this introduction though, the onus is very much on the students to decide their focus of interest and strategies for approaching it. Here we are very much within the constraints and habits of their school experiences, the limitations of courses as defined by a teacher or examination syllabus and their own sense of what constitutes 'work' or 'knowledge'. But this stage of making a choice seems important to us as it sets the atmosphere for the more autonomous and mobile context that they are working in. Often they choose to explore areas that complement their school work in some way, but equally often they will opt to investigate something with no obvious subject connection. So that geographers may find themselves immersed in the social history of the 19th century in order to gain a sense of that dimension of change, whilst an economist finds himself working through ideas of defensible space in modern estate design, to eventually arrive at some idea of the *cost* of certain policies.

The range of work done by the different age-groups is vast but it is interesting that be they eight-year olds or post-graduates the focus of research tends to be similar. In fact we have had eight-year olds and postgraduates looking at 'quality of life' at the same time and ending up with a design solution using wooden blocks and felt-tip pens on a white topped table. If anything the children were more thoughtful and creative than the adults! Sometimes the work is fairly traditional 'fieldwork' but at other times issues come alive in a fairly radical way. Some secondary girls using a video camera to record the plight of old people on estates became so involved in the issues raised that their work was subsequently used by the tenants. This obviously raised questions about the involvement of students in their affairs and challenges the notions of the impartiality of teacher or the curriculum. Both those claims for objectivity would seem naive but a very real and valid fear of children being subjected to proseletysing remains. But within local studies it is the diversity of 'fact', fiction and fantasy which prevails and the aim is to allow the student access into its ambiguities, for that surely is the stuff of the real world which we operate in. Most research on adult knowledge of politics or planning reveals a high degree of basic ignorance and these techniques and resources allow young people a chance to begin to understand the issues and postures that dominate their world. How else will our habitat be improved?

Sometimes when school children are in the Centre, people from the Planning Enquiry are duplicating evidence whilst some local tenants are meeting their newly appointed architect over the new Community Hall to be built. Often the adults and children talk, and the boundaries between home and school, education and life seem to dissolve away. This ought to be the model for an Urban Centre, where issue-based school work is concerned with the same things as the working adults. That is the stuff of Urban Studies, both in its micro- and its macro- concerns. If the city is to be viable and a good place to live, people must know how and why it works so that they can impinge on it and perhaps transform it. The questions raised by this are challenging but they must be met. If they are avoided, then this very avoidance poses even more fundamental questions for the future of our cities and our society.

---

**Urban Studies Centres**

| | |
|---|---|
| *Bedford* | *13 The Crescent, Bedford.* |
| *Bristol* | *The Corn Exchange, Bristol.* |
| *Canterbury* | *Sydney Cooper Building, St Peter's Street, Canterbury, Kent.* |
| *Chester* | *Heritage Centre, St Michael's Church, Pepper Stree, Chester.* |
| *Edinburgh (Cannonball House)* | *Dean Education Centre, Bedford Road, Edinburgh.* |
| *Faversham* | *Fleur-de-Lys, Preston Street, Faversham, Kent.* |
| *Gillingham* | *Teachers Centre, Gardner Street, Gillingham.* |
| *Leicester* | *Keith Wheeler, 44 Hidcote Road, Oadby.* |
| *Milton Keynes* | *College of Education, Wolverton, Milton Keynes.* |
| *Notting Dale* | *189 Freston Road, London W.10.* |
| *Pendle* | *c/o College of Further Education, Barrowfield Road, Nelson.* |
| *Rotherham (Kimberworth Manor)* | *c/o Municipal Offices, Howard Street, Rotherham.* |
| *Saltburn (YHA)* | *c/o College of St Hild & St Bede, Durham City DH1 1SZ.* |
| *Stevenage* | *The Education Centre, Six Hills Way, Stevenage.* |
| *Stirling* | *The Esplanade, Stirling, Scotland.* |
| *Stoke on Trent* | *The Old Town Hall, Burslem, Staffs.* |
| *Wakefield* | *Thornhill Street, Wakefield WF1 1NL.* |
| *York (St Mary's Church)* | *c/o Castle Museum, York.* |

# Schools Council, Environmental Studies 5-13: Factories as resources for learning in the Primary School

**by David Stephens and John Garwell,**
**Gwent College of Higher Education**

In October 1976 a Local Schools Council Environmental Studies Development Project began in Gwent, involving teachers, college lecturers and local authority advisers. The project was based in the Faculty of Education, Gwent College of Higher Education. One of several sub-groups created was the 'social and cultural' group. This group eventually decided to centre its activities on finding out what benefits children of junior school age could derive from local factories: viewed as resources in the environment which could be used as springboards for learning. Factory visits were to be utilised as a starting point and continuing stimulus for classroom work: the emphasis being placed on learning from, rather than about, factory life. This approach was very much in line with the ethos of the Schools Council Environmental Studies 5-13 Project.

Factories are present in the local environment of the schools concerned, yet unlike most other facets of their immediate environment the insides of factories are places where children have never been. Furthermore what goes on in factories is crucial to an understanding of our whole way of life. As resources factories seem to have an immense potential which has only rarely been tapped by primary schools.

It was decided to run parallel series of visits from two local schools – Greenlawn Junior, New Inn and Oakfield Primary, Cwmbran. Both of these schools had teachers who were members of the 'social and cultural' group. Girlings and Alfa Laval were contacted by the authors who, explained the group's plan of action to the appropriate personnel in the factories. The firms, although dubious about the value of these projects for children of this age, agreed to help us implement them. The Headmasters of the two schools willingly gave their approval. A series of visits of between one and two hours each, at approximately weekly intervals, were arranged in May and June 1977. The children selected to take part from each school by their teachers were aged 9-11, of mixed ability; and both sexes were represented equally. Eight children were involved from each school. In order to see whether cumulative gains occured it was planned to take the same eight children on all visits to each factory.

*OBJECTIVES*

It was hoped that the children would develop an awareness of some of the realities of factory life – working conditions, organisation, the range of jobs, communication, technology and employee attitudes to work. Also it was hoped that the children would become familiar with, and develop an understanding of such terms as 'night shift', 'assembly line', 'foreman', 'the shop floor'. It was felt that out of the first hand experience of work in factories insights into the nature and significance of such social science concepts as the division of labour, automation, interdependence and hierarchy might be gleaned which would be of immense value as a foundation for learning at a later stage.

Another objective was to use factory personnel as vehicles for improving the oral communication skills of the children. In the classrooms the children had been practicing interviewing techniques and difficulty was experienced in constructing questions and responding to answers, with "supplementaries". It was hoped, that with practice, they would learn to conduct interviews more effectively. In addition by utilising this means of investigation it was throught that the exercise would involve the children in active rather than passive learning; with the children themselves taking the initiative and seeking out information which they wanted rather than taking the role of passive receivers of information. By such means it was hoped that the end result would be an increase in the self-confidence and social competence of the children.

*IMPLEMENTATION OF THE PROJECT*

Interviewing exercises, a little general discussion about local industry and the compiling of short questionnaires was undertaken before the opening visits. The first visit to each factory followed a similar pattern. The firms' public relations personnel gave an introductory talk and then took the children on comprehensive visits around the factories, giving the children relatively few opportunities to ask questions. These opening visits were not unlike the typical kind of single visit made by groups of school leavers from secondary schools to factories; they exposed the children, to the noise, bustle, dirt, complexity, technology and organisation of the factory floor but gave the children little opportunity to actively participate in the learning process. However they provided the children with an opportunity to establish relationships with the firms' public relations personnel and, enabled them to become acclimatized to the factory setting.

The first visits were followed up by discussions and essays written on 'first impressions' of factory work. Before the second visits were made questions to be asked, concerning the activities of the firms in general, the functions of particular departments, and the work experiences of particular factory personnel, were drawn up by the children and their teachers. In general it was decided to focus the questioning on factory people and their jobs rather

than on the technology employed.

The remaining visits to both factories were organised as follows: the children were split into small groups of two or three and were shown the activities of particular departments on the factory floor in detail (and on occasions actually took part in these activities). In Girlings, for example, the children visited the assembly line, quarantine and the stores on successive visits, so that every child had been to each department for at least an hour. Thus the time was available for the children to ask many questions about the nature of different jobs done, the technology employed and employees' attitudes to their work situation. Answers given were written down by the children to pre-prepared questions and the children also asked 'supplementaries' and recorded answers to these. Between visits further discussion took place and further questionnaires were drawn up. These were constructed with a view to adding to the information already obtained about a particular department or with the intention of finding out whether other workers in the same department had similar orientations to their work and work situation. Also other activities took place in the classroom between visits including art work, model making, essay writing on specific topics such as "safety within the factory" and discussion work sometimes involving college staff as well as the children and their teachers.

The final visit to Girlings included a visit to the typing pool, the board room, and the offices of senior management. This visit was followed three weeks later by a visit of factory personnel to Greenlawn School: the object being to demonstrate the amount and kind of work that had been produced by the children to them and to develop relationships which had been formed in the factory.

In connection with the Alfa Laval visits the whole class visited the firm to see a group of films made by the firm to advertise its products and also visited the Usk College of Agriculture to see Alfa Laval milking machines in operation. Thus the Oakfield School Alfa Laval project involved, to a limited extent, the whole class.

*EVALUATION*

As these projects involved in the main only part of each class some drawbacks arose: firstly, some of the other children resented being left out of the experiment in at least one of the schools. Secondly the Headteachers of these schools, had to take over responsibility from the class teachers for the remaining pupils when the visits took place.

There were advantages in choosing the firms we did – they were both within walking distance of the schools and were willing to co-operate. However it could be argued that the products made by Girlings in particular – braking systems – are not familiar objects; this meant that the functions of the departments in relation to the finished products were not very clear. The implication is that it would have been preferable to choose a factory with an easily recognisable finished product.

A difficulty arose from the experimental nature of the projects which called upon the adult employees to be respondents with the children as interviewers: a reversal of their normal roles in relation to (a) outsiders and (b) children. Not all of them found it easy to let the children talk rather than be 'talked at' and some factory personnel tended to give lengthy explanations of complex technical processes. Some, however, were excellent at allowing the children to play the desired and active role of researchers.

There is some evidence that the children who took part in these projects developed both greater social awareness and social skills. The children's behaviour both in the factory and in the classroom was monitored by school and college staff (and one student); the children showed enthusiasm at all times and the work they produced clearly reflected this. Their degree of familiarity with factory life, as shown in discussion and in written tests, was impressive. Also the children developed as interviewers; with each visit they gained in confidence and competence. Much of the written and artistic work done in class was extremely creative and interesting. Clearly the factories had served as valuable stimulants for further learning. The factory personnel from both firms were amazed at the interest shown by the children and were impressed with their work. They indicated their willingness to allow their firms to be used for similar projects in future.

In conculsion these projects were successful in providing valuable experiences for the children who took part and in building bridges between primary schools and local firms in the Gwent area.

*Reference*

Schools Council Environmental Studies Project: *Teachers Guide* Rupert Hart Educational 1972.

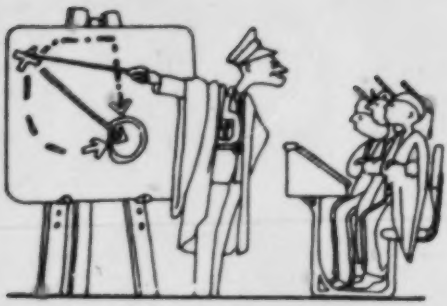
---

**Environmental studies 1, 2, 3, 4.**

1. The slickest trick with oil
   Is to soil the seven seas
   And when matters get urgent
   To sell detergent.
2. If poor people keep breeding
   How can we keep over-feeding?
   No bread for the under-fed overspill
   Let them eat the pill.
3. The sad delusion with alternatives to nuclear fusion
   Is that alternative fuels will just help rulers rule.
   What we need is to keep all
   Alternative power to the people.
4. Giddiup horsemen, on the way to Armageddon
   Soon be playing your tune, 'The Trump of Doom'
   (If they dont blow themselves to bits
   Before he gets the trumpet to his lips)

*David Ninom*

---



# BRIEFINGS

**Association for the teaching of Social Science**

## No 13 Teaching "Northern Ireland"

by Kieran Osborne

Northern Ireland is a teaching topic in Social Studies/Science that provides the teacher and the class with an area rich with the possibilities of examination and debate. Moreover it offers an opportunity for the application of the theories of social science to a highly complex yet small community. Furthermore N. Ireland is still part of Great Britain and as such as attempt should be made by all people to understand the problems that face the Ulster people. Below is *some* of the necessary background information. The topic provides and ideal opportunity for learners to addemble additional and updated information from newspapers etc.

Within schools *a multi-disciplinary approach* would provide the opportunity:

(a) Of understanding the situation in N.I. today.
(b) How that situation developed.
(c) How it effects the people who live there.
(d) How it effects us.
(e) An examination of alternatives for the future.

**This examination will highlight fundamental questions** such as:

- The role of violence in the world today both Governmental and terroristic.
- Examination of the role of the media in explaining, portraying or even escalating problems.
- Isolate problems or specific events in an attempt to understand what *really* happened e.g. Bloody Sunday: Bloody Friday: Birmingham Bombings: Ulster Workers Strike:

**For Social Scientists**

1. Learn to distinguish between facts and opinions. Whether its's possible to arrive at the objective truth about explosive events.
2. How and why there are no clear cut answers. Learn to review critically "Official answers" or authorities' explanations.
3. Role of Socialization etc.
4. Appreciate problems in multi-dimensional scenario, i.e. Religious/Political/Cultural/Social.

**Methods**

The full range of audio visual experience is obviously possible in this subject – The TV and Newspapers – their own experience – one usually finds at least one Irish Catholic in a class.

Role and simulation games can be used very effectively to examine the motives and methods of the political; Church; and paramilitary groups as well as explain the role of the government and its agency the army.

Project work is easy as the newspapers carry plenty of information, opinion and pictures.

Ultimately a visit to N.I. no matter how short especially for a 6th form group would be the greatest experience though parental fears may provide too great a barrier.

**Why Examine Northern Ireland?**

The first question to ask about this topic is 'why examine Northern Ireland?' Many arguments could be put forward for examining another area of conflict less complex and also less emotionally charged. However the maze of Irish political and social life offers great opportunity to the social scientist to employ the many methods and concepts that are the tools of his discipline. That N.I. is near to and inexorably tied to British politics should really be an argument for students in Britain studying and attempting to understand the N.I. situation.

Northern Ireland is a small community of a million and a half people comprising six of the nine counties of Ulster. Of these 1½ million a third are 'Catholic' and two thirds are 'Protestant'. The protestant two thirds represents a quarter of the total population of Ireland. The terms 'Protestant' and 'Catholic' do not indicate that the struggle is about religion, though there is a religious element to it; these terms denote the two denominational, cultural, ethnic and historical communities in Northern Ireland.

**The Irish Nationalist View**

The view of Irish history on which the Catholic community has been brought up is the view that

Britain dominated Ireland for centuries as an Imperial invader, and that the constitutional method of winning independence failed. The efforts of O'Connel, Parnell and Redmond came to nothing, only the violence of 1916 and the 1919-21 war had succeeded in driving Britain out.

In 1921 a Treaty was signed dividing Ireland into two, and although the following Civil War was between the pro-Treaty and anti-Treaty Republicans and was 'won' by the former, a United Ireland free from British influence still remained a potent ideological force, especially among Republicans in the north. There have been sporadic IRA campaigns since the border was set up, but not until the Catholic areas were under severe pressure following the backlash to the Civil Rights Campaign was there any popular and continued support for a violent struggle for a united Ireland.

Although many of the heroes of the Nationalist movement have been Protestant generally the nationalist movement has been associated with Catholics and as one main enemy of the nationalist forces has been the British authorities (especially the army) the term Protestant has become generally Synonymous with the Unionist view.

**The Unionist View**

Union with England is seen as desirable on two levels by the majority of Protestants, in Northern Ireland. Firstly the historical tradition has bred in the Protestants of Northern Ireland a strong sense of belonging to Britain, the social, cultural and economic link is seen as beneficial to Northern Ireland. Secondly there is fear that a United Ireland would reduce the Protestant community to an underprivileged minority in a basically hostile Catholic country. However the desire to continue present links with Britain is tempered by mistrust of the strength of British allegiance to Northern Ireland. This has resulted in a feeling of aloneness and militant righteousness, perhaps best summed up in the challenge to prevent Home Rule being imposed by a Westminster Government: "Ulster will fight and Ulster will be right".

Ulster Protestantism is, therefore, very much a political and a religious phenomenon and Catholics in Eire or within Northern Ireland are seen as anti-state and therefore anti-Protestant.

**The Two Communities**

These two views of Northern Ireland, though held with varying conviction, are not just restricted to what in the rest of Britain is generally understood by political action. These traditions affect every aspect of life in Northern Ireland: the area one lives in, the school one's children attend, the songs usng, where one can or can't get a job, the bar one drinks in and so on. Nobody can escape from a Catholic or Protestant label. Every political party must state, as a top priority, its position on the border – for example, the nominally anti-sectarian Northern Ireland Labour Party campaigned in the Convention election on the slogan 'Support the link'. This produces a situation like a series of Chinese boxes which do not fit well into each other: a Catholic minority within a Protestant majority in Northern Ireland: and that a majority itself a minority within the whole of Ireland.

From a brief statement of the two 'positions' in Northern Ireland today one can begin to realise that here is a topic that not only should be studied both as a situation in itself but for what it can tell us about history, socialization, politics, violence, the role of the media etc. But moreover one real role of education should be to heighten our awareness of problems, to attempt to understand societies and examine the possible solutions or alternatives to the existing situations. Northern Ireland offers a very good 'scenario' for this type of education.

**Northern Ireland and specific subjects**

*1. History*

Irish history is both very rich and very alive – but more importantly interpretations of Irish history are far from consistent. There are in fact two histories of Ireland, Protestant and Catholic, and it is exceedingly difficult to reconcile these two views. However for those outside Ireland it is essential that a historical survey of Ireland be carried out because only with this knowledge can we begin to understand the rhetoric and emotion of Northern Irish politics.

*2. Politics*

To say the least the political life of Northern Ireland is highly confusing to the outsider, it is therefore important to survey the main Political Parties, their leaders, views and support. However it should be explained that besides Political Parties there are many organisations active outside the official political lines. These organisations, often in the media referred to only by their initials, play such an important part in Northern Ireland politics that one should make sure of their role and power. This of course is predominantly true of the role of the paramilitary organisations, and also of the role of the Secretary of State for Northern Ireland.

*3. Sociology*

Attempts to explain how people can be so socialized into such distinct beliefs against much of the accepted theories e.g. The working class is not only extremely divided in Northern Ireland but working class Protestants continued to return to the Stormont Parliament (Pre-1968) a basically Upper Class political elite. Sociological research into the social problems of Northern Ireland will be of great benefit to anyone attempting Northern Ireland today. The reasons for and the effect of violence upon societies – both Governmental use of violence and terrorist use – are well documented and vividly portrayed in the Northern Ireland situation. Again as sociologists concern themselves with prejudice the Catholic/Protestant syndrome is a good case study.

*4. Comparative Societies*

In the context of divided societies Northern Ireland is firmly listed with Cyprus, Lebanon and even South Africa and Rhodesia where divided communities, unable to settle their problems, have taken to arms. However the Netherlands, Belgium and Switzerland are examples of countries that have come to terms

with their divided communities and have developed a politics based on accommodation rather than violence. A comparison of these societies, their histories and their political solutions can help us, perhaps, to see a future road for Northern Ireland. I believe it is very important in the case of Northern Ireland, as in most other instances, to outline possible alternatives – to move perhaps a group from an examination of past and present to a consideration of the future. Here the knowledge gained can be critically applied to proposed solutions in a really worthwhile manner.

The study of "Consociational Democracy" represents an attempt to explain the stability of such complex divided societies as the Netherlands, Switzerland, Austria and Belgium. This involves an examination of the 'politics of accommodation'.

**A Short History of Ireland**

**12th Century** First English attempts to conquer Ireland.

**16th and early 17th century** Plantations and settlement of Ireland by English Protestants; many Scottish Presbyterians settle in the North East of the Country.

**1641** A Catholic uprising is brutally suppressed by Cromwell.

**1688** William III ousts James II from the English throne. James flees to Ireland, where the Catholics rise in support of him. Londonderry and Enniskillen hold out in sieges of great bravery.

**August 12th, 1689** The relief of Derry. July 12th William defeats James at the Battle of the Boyne.

**1790's** Growth in sectarian disturbance and rioting.

**1795** Orange order formed.

**1798** Wolfe Tone, an agnostic Presbyterian, leads the united Irishmen in a failed rebellion.

**1801** Act of Union, the Irish Parliament is joined to the English one.

**1830's** Daniel O'Connell leads the movement for Catholic emancipation from the laws – the laws that prevent them from holding office etc. Irish nationalism becomes identified with Catholicism.

**1840's** The Great Famine: 2 million die or emigrate. Catholics follow Protestants to the new industrial towns, especially Belfast, and there is conflict over housing and jobs.

**1880's** Charles Stewart Parnell leads Home Rule party in the House of Commons. Gladstone starts trying to get a bill passed, but it is blocked by Protestant peers.

**1912** A Home Rule Bill is passed. Ulster Protestants, under Edward Carson, organise a military defence against enforced rule from Dublin, and form the Ulster volunteer force. Catholics in the South form the Irish volunteer force and civil war seems imminent.

**1914** World War One. Majority of Ulster Volunteer Force go off to fight in France.

**1916** Easter rising in Dublin, led by Patrick Pearse, James Connolly and Michael Collins. It is crushed and after the war the Black and Tans (demobilised soldiers) are drafted to Ireland to deal with the growing civil disobedience.

**1921** Northern Ireland is set up as a separate state, comprising 6 counties. A civil war is fought between those who accept the Treaty provisions, with the existence of Northern Ireland, and those wo do not, who lose.

**1921–1967** Northern Ireland governed from Stormont. Catholics take little part in the running of the state. Political and social discrimination against Catholics.

**1967** First stirrings of civil rights movement for Catholics.

**1968** October 5th. Civil Rights march in Derry ends in violence. O''Neill starts reforms in Stormont but a) these have little effect on the life of ordinary Catholics. b) He loses his right-wing Unionist support.

**1969** A march from Belfast to Derry organised by People's Democracy (left-wing student) is attacked by extremist Protestants at Burntollet Bridge. R.U.C. invade the Bogside for the first time.

**1969 April** O'Neill is driven from his post by right wing Unionists. Chichester-Clark, a 'compromise moderate' takes over.

**August 12th** rioting and 3 day siege of the Bogside in Derry spreads to BBelfast, and the army is called in to restore law and order. Welcomed by Catholics.

**November** split between Officials and Provisionals.

**1970 April** First Army v. Catholics trouble. Provisionals start making recruits.

**June** General Election – Tories win. Arms raids start on Catholic areas. Recruiting to Provisionals increases.

**1971–March** Chichester-Clark resigns and is replaced by Faulkner who is very pro-internment.

**August 9th** internment introduced. Widespread Catholic rioting. Bombings and shootings increase.

**1972–Jan 30th** Bloody Sunday. 13 killed by Army during illegal Civil Rights march in Derry.

**March 24th** direct rule from Westminster introduced. Huge Ulster Vanguard rallies held, and two-day strike by more than 180,000 Protestants in protest. Peace initiatives by Women in Belfast and Derry. Internees begin to be released.

**April 27th** end of ban on parades. Intermittently Protestants erect barricades in protest against continued Catholic no-go areas. They are taken down by the Army. Ulster Defence Association emerges as military Protestant force.

**Early June** Official IRA ceasefire.

**June 11th** Sectarian riots in Belfast.

**June 26th** Provisional ceasefire.

**July 3rd** Confrontation between UDA and Army.

**July 9th** Provisional ceasefire called off.

**July 14th** Army moves into Divis Flats and Andersonstown. 3,000 R.C.'s evacuate homes.

**July 21st** 'Bloody Friday', Provisionals plant 20 huge bombs in Belfast – 11 killed.

**August 31st** 'Operation Motorman' Army breaks down barricades in Bogside and Creggan.

**1973 March 8th** Border plebiscite, massive suport for retaining link with UK.

**July 31st** Ulster Assembly disrupted by loyalists.

**December 8th** Tripartite talks on council of Ireland open at Sunningdale.
**May 15th** Loyalist Strike. Brian Faulkner resigns as Chief Minister—Collapse of Executive.
By now the Provisionals had carried their campaign over to England with bombings in London, Aldershot, Guildford and in the worst incident the Pub bombings in Birmingham when 22 people were killed.
**1975 February 2nd** Provisional IRA calls ceasefire.
**May 2nd** Constitutional convention elections—United Ulster Unionist Coalition obtain overall majority.
**1976—Jan.** Massacre of Protestant workers following murder of Catholics.
Throughout 1976 sectarian killings have continued as have the bombings. During the summer a peace group called 'Women for Peace' staged various demonstrations against 'The Men of Violence' throughout the province. Whether this group can offer any real hope of peace time only will tell, however their support within the Province, in Eire and in Great Britain had undoubtably worried the paramilitary organisations.

**Nationalist Organisations Active in Northern Ireland**

*Irish Republican Army (IRA)*
The IRA emerged as the military arm of the Sinn Fein (Ourselves Alone) Movement following the first post-World War elections in 1918, and employed guerilla tactics against the Black and Tans (British Forces). The first IRA Campaign came to an end in 1923, not to be revived until 1956 when a campaign was mounted against British installations in the North. The campaign made little impact on the community as a whole and was called off in 1962. Following this failure, the IRA underwent an ideological change from the simple panacea of a united Republic to a Marxist political position. Irish unity remained a central but a long-term aim, not helped in the opinions of the new IRA by short term campaigns of violence which only served to divide still further the northern working class, a view still held by the official IRA today.
*Provisional IRA (Provos)*
Many became disenchanted with the Marxist less violent approach of the Official IRA and in November 1969 broke away to form the Provisional IRA. The Provisionals became the self styled defenders of the Catholics and embarked on a campaign of violence which, despite a brief ceasefire, still continues.
*Irish National Liberation Party.*
Another break off from the Official IRA. Support violence to drive the British troops out.
*Northern Ireland Civil Rights Movement (NICRA)*
Emerged in 1967. It originated in the Labour movement.
Its demands as articulated in 1968 includes: one man one vote in local elections; the removal of gerrymandered boundaries, laws against discrimination by local government, and the provision of machinery to deal with complaints, allocation of public housing on the points system, the repeal of the Special Powers act, and the disbanding of the 'B' specials'. Its membership is predominantly Catholic and Republican with support from some official IRA members.
Although N.I.C.R.A. rejects violence as a means of achieving its demands, its marches often ended in sectarian violence or in clashes with the police and Army, such as on the 30th January 1972 (Bloody Sunday) when 13 Catholics were shot by the Army.
*Unionist Organisations active in Northern Ireland.*

**Unionist Organisations active in Northern Ireland:**

*The Orange Order*
The Orange Order was founded in 1795 and was mainly working class in origin although in latter years the Northern Ireland aristocracy joined, giving respectability to the Order's militant anti-Catholicism and support of the status quo. It is thought to have more than 100,000 members. It has its own secret rites of a Masonic chracter and many regard membership as a corollary to their Protestant faith, attending Lodge meetings in the same way as going to church. The Orange Order has considerable influence on the Unionist party which has ruled Northern Ireland for 50 years, and nearly all members of the successive Unionist Governments have been members of an Orange Lodge.
*Ulster Volunteer Force (U.V.F.)*
The U.V.F. was formed in 1966 and named after the gun running organisation of 1914. Members regard the Unionist party as too compromising and the Orange Order as too religiously hide bound to represent Protestant workers property. Its position is very similar within the Protestant community to the IRA's in the Catholic. These two organisations, the Provisional IRA na dthe UVF are responsible for the majority of sectarian killings and bombings in Northern Ireland.
*Ulster Defence organisation (U.D.A.)*
The U.D.A. emerged as a Protestant para-military force after the introduction of direct rule from Westminster. Unlike the U.V.F. it is not an illegal organisation and it has a far wider membership movement but drew its initial support from the middle class.
*Peace Studies*
The various organisations and attempts to achieve peace in Northern Ireland form an important part of any study of the topic.

Below are listed some of the possible outcomes that various people have advocated for the future of Ulster:

**1. INTEGRATION**

(A) *By continuing Direct Rule.*
Direct Rule has been the system employed in Northern Ireland since April 1972. The Secretary of State for Northern Ireland is formally responsible to the British Cabinet for the administration of the province. This system is seen as unstable by many

## POLITICAL PARTIES IN NORTHERN IRELAND 1976

| THE PARTIES | THEIR LEADERS AND NOS. OF SEATS IN CONVENTION | POWER SHARING | THEIR POLICIES: EIRE INVOLVEMENT | POLICE | INTERNMENT |
|---|---|---|---|---|---|
| (Protestant) OFFICIAL UNIONIST* | Harry West 19 | Against | Strongly against | Pro RUC + B. Specs | For under present conditions |
| (Protestant) VANGUARD UNIONIST* | William Craig 14 | Not so strongly against | Strongly against | Pro RUC + B. Specs | For under present conditions |
| (protestant) DEMOCRATIC UNIONIST* | Ian Paisley 12 | Against | Strongly against | Pro RUC + B. Specs | For under present conditions |
| (Protestant) UNIONIST PARTY OF N.I. | Brian Faulkner 5 | For | Against (previously for) | Pro RUC | Strongly for |
| (Non Sectarian) ALLIANCE PARTY | Oliver Napier 8 | For | Against | Pro RUC | Against |
| (Non Sectarian) N.I. LABOUR PARTY | David Bleakley 1 | Against | Strongly against | Pro RUC | Against |
| (Mainly Catholic) SOCIAL DEMOCRATIC & LABOUR PARTY | Gerry Fitt 17 | For | For but muted at present | Cannot discuss until new institutions agreed | Against |
| (Catholic) REPUBLICAN CLUBS | Malachy McGurran 0 | Seek a United Ireland. as irrelevant. | Regards these issues | Anti-RUC wants un armed community force | Against |

* These 3 parties generally act together as the United Ulster Unionist Coalition.

critics because it does not ensure the support of Ulster politicians for decisions made in London especially as the politicians concerned do not have any official positions.

(B) *By Integration with Britain.*

This would require an increase in the number of M.Ps and a seat in the Cabinet for an Ulster Secretary. This does not appear to be desired by many British politicians nor is it in line with current moves in the direction of devolution.

**2. INDEPENDENCE.**

This requires that Protestants would give up their links with Britain and that Catholics would give up their links with Eire.

(A) *Unilateral Declaration.*

This is proposed by a group of Loyalists if the British Government ever forced Ulster into union with Eire. The outcome would probably be outright war.

(B) *Negotiated Independence*

It is often argued that an independent state of Ulster is likely to be politically, financially and socially unstable, though this solution is favoured by some.

**3. UNIFICATION.**

(A) *A Federal Ireland.*

This would involve either two separate Governments based on the existing divisions or a return to a 'Four Provinces' Ireland i.e. Ulster, Leinster, Munster and Connacht.

(B) *British – Irish Condominium Rule.*

This is advocated by the S.D.L.P. but it is feared by Protestants as merely a temporary phase before a United Ireland.

(C) *Transfer of Northern Ireland to Eire.*

Civil war would almost certainly be the result. Eire would, it is presumed, hesitate to incorporate one million protestants without their consent into a new state along with three million Catholics. The result might well be that the city in turmoil would then be Dublin rather than Belfast, and the Protestant minority would experience the discrimination against a minority group.

**4. DESTRUCTION.**

('a) *Repartition.*

This would be brought about by local ballot. A referendum allowing areas with Republiction majorities to opt out of Northern Ireland would create a serious refugee problem, it is thought.

(B) *Domesday.*

The destruction of Northern Ireland by military means. With local rule by paramilitary groups. 3 ways by which politicval groups within Northern Ireland could deliver Domesday by their own efforts.

1) A Protestant led pogrom (an organised massacre of a minority group by a majority).

2) A Republican uprising – like Easter 1916.

3) A unilateral British withdrawal from Ulster – i.e. to create a vacuum leaving factions to battle it out.

(C) *Self Government.*

Allows Ulstermen to deal with local problems, discretionary decisions about how public monies are to be spent and the maintenance of their law and order. Ensures Ulster's financial security. The main difficulty is getting the parties to agree to a format. Possible forms of self government:

a) Rule by a loyalist majority.

b) Rule by a broad Unionist Coalition.

c) Powersharing.

## Previous Briefings

| | | | |
|---|---|---|---|
| No. 1 | The Social Investigation Interview by Janet Harris | 35p | 40p |
| | For orders of ten or more: | 25p each | 30p each |
| No. 2 | Individual Study Folders by Roland Meighan | 10p | 15p |
| No. 3 | Teaching Deviance at 'A' level by Roger Gomm | 20p | 25p |
| No. 4 | Planning the Content of Social Sciences Courses by Roland Meighan | 20p | 25p |
| No. 5 | Clarifying Values in the Classroom by James McKernan | 20p | 25p |
| No. 6 | Once Upon a Time ..... Fairy Tales as a Social Studies Resources by Hazel Summer | 10p | 15p |
| No. 7 | A Sex Roles Socialisation Game by Moira Wales | 20p | 25p |
| No. 8 | Social Research as a Teaching Strategy by Charles Townley | 20p | 25p |
| No. 9 | Teaching Labelling Theory by Len Barton and Fred Ackers | 20p | 25p |
| No. 10 | A Case Study in Independent Learning: An 'A' Level Economics Course by Philip Negus | 20p | 25p |
| No. 11 | Pop Music and Education in the Social Sciences by Tony Attwood | 10p | 15p |
| No. 12 | Organising a Social Sciences Resource Bank by Roland Meighan | 20p | 25p |

Obtainable from: Heather Clark, A.T.S.S. Sales Officer, 54 Redbridge Lane West, Wanstead, London E.11.

The Briefings Series is edited by Roland Meighan, Faculty of Education, University of Birmingham, Birmingham B15 2TT, England.

Copyright 1978 by A.T.S.S. Reproduction in part or whole without written permission is strictly prohibited. All rights reserved.

# Townscape and Town Teacher

**Council for Environmental Education**

*Townscape* is the title of a new environmental improvement service being made available to local authorities of the inner city. It aims to augment local authority programmes by providing a management framework for a wide range of projects suitable either for volunteers or for unemployed young people.

*Town Teacher* is a group established with the support of Townscape under the auspices of the Council for Environmental Education to help to advance urban studies in the inner city.

*Town Teacher* will review the data relating to urban studies in the inner city already available within the CEE and among its constituents e.g. Council for Urban Studies Centres, National Association for Environmental Education, and from the British Tourist Authority who keep a catalogue of Town Trails. Over the past year a number of colleges of education have deployed teams of unemployed teachers in developing urban studies resources in the inner city, notably St Katherine's, Liverpool and Whitelands in Wandsworth. These two colleges now aim to set up curriculum development projects that will draw on their experience. The Town Teacher group will be associated with these projects.

*Provision and development of urban studies in the inner city*

From the survey of the present state of urban studies in the inner city , *Town Teacher* will be in the position of being able to offer advice and guidance in those inner city areas where *Townscape* will be offering its services. In particular *Town Teacher* will be in a position to assist and advise on the setting up within the *Townscape* framework, projects under the Manpower Service Commission's Youth Opportunities Programme or Special Temporary Employment Programme for unemployed students and teachers, to develop educational resources for inner area urban studies.

The present intention is to support this aim at regional seminars in successive metropolitan areas and at a number of national conferences.

*Town Teacher* will assist, as far as is possible, with supporting educational material for use in associated schools, youth groups or adult organisations. *Townscape* and *Town Teacher* will also maintain close links with Community Service Volunteers especially over the production and publication of *'School Community Kits'*.

**Town Teacher and the development of Urban Study Centres**

The group will pay special attention to centres such as the environmental Institute established by Salford University and Community Action and Research Seminars being run by Whitelands College with Oxford House in Bethnal Green for Tower Hamlets.

In this way *Town Teacher* aims to be able to discover further ways and means of using informal patterns of adult education to involve local communities more effectively in such complex concepts as *'area management'*, *'industrial area improvement'* etc.

If this can be done it may prove easier to harness local energies and enthusiasms to the support of inner area improvement and *Townscape* projects in particular.

**Council for Environmental Education; School of Education, University of Reading, London Road, Reading RG1 5AQ.**

# Town and Country: a bibliographic romp

**Roger Gomm, Stevenage College**

This article is in the nature of an overview of the literature and other resources available for teaching urban and rural social studies. In referencing materials I have in mind the teacher's rather than the student's reading and thus with some exceptions I have avoided 'text books'.

## TOWN

If I have to choose a single volume suitable for use at 16+ it would be the Fontana reader by Lambert and Weir, *'Cities in Modern Britain'*, which contains a very comprehensive selection of readings on the urban, with a good running commentary by the editors. I will refer to some of the articles in it below. Among text books suitable for the same age group are Pahl's *'Patterns of Urban Life'* (Longmans) giving a sound overview of the more orthodox themes in urban studies, in a cheap format. So far as student material for C.S.E. or 'O' level is concerned, the Geography for the Young School Leaver Project, provides *'Cities and People'* (Nelson) and the Humanities Project, *'Living in Cities'* (Longmans) but both of these are expensive. On a smaller scale the Media Resources Centre folder *'Cities'* and the Jackdaw, *'Man and Towns'* provide similar material, less extensive but much more cheaply.

I had hopes that the B.B.C. Television series *'The Living City'* would provide a good basis for urban studies at 'O' level. However while the programmes and the study notes (written by J. R. Banks and available from the BBC) provide a sound if rather dull course in general sociology pitched at 'O' level, they fail to provide a picture of 'a living city' and their examples might as well have been chosen from all over the British Isles. Speaking as one who had a hand in constructing the London Environmental Studies 'A' level syllabus I find it difficult to see what use these programmes will be to students following this syllabus even with the correspondence course provided to this end by International Correspondence Schools.

For a pedagogic orientation I would recommend Fyson and Ward's admirable book *'Streetwork'* (R.K.P. 1973), or an article by Michael Storm; *'Schools and the Community; an issue based approach'* BEE no 1 May 1971, and of course the issue of SST devoted to Community studies Vol 7 no 2. Michael Storm's *'Urban Growth in Britain'* (Arnold) gives a good overview of the development of urbanism and a crisp demographic picture of recent changes is given in Champion *'Evolving patterns of population distribution in England and Wales 1951-71'* Trans. Inst. Brit. Geographers Vol 1 no 4 1976.

**Urban models, urban processes, property development and inner city structure.**

The sociological tradition being what it is, it is almost mandatory to begin considering towns and cities in terms of a model of urban growth and structure. There are a large number of sources for this without going back to Park, Burgess and Chicago in the 20s. The Old Chicagoans and more recent developments in urban modelling are well represented in Lambert and Weir, and the model is well established in Pahl, chapter 3. The O.U. course texts from DT 201; 6–9 *'The City as a Social System'* and 23&-25, *'The Spread of Cities'* covers similar ground in more detail with more theoretical rigour. Of the O.U. films/video tapes from the same block, *'Urban Land Use'*, concentrates on modelling urban structure and would be useful with 'A' level environmental studies or combined geography and sociology. *'Industrial Re-location in Birmingham'* provides an outline of city structure on Chicago lines and gives an interesting account of recent redevelopment focussing on the re-location of small businesses. The structure of Birmingham is also featured in *'Geography of Immigrant Housing'*. Here Sparkbrook – where else? – is treated as a zone of transition area, and although the topic is race and housing the film neatly illustrates the structure of the inner city. Hiring this film or video is a must for anyone using Rex and Moore *'Race Community and Conflict'* (R.K.P.) and especially Rex's concluding essay *'Sociology of a Zone of Transition'* (also reprinted in Pahl *'Readings in Urban Sociology'* Pergammon, and represented by extracts in Lambert and Weir), not least because the film updates the text.

Lambert and Weir contains material on the structure of Edinburgh, Sunderland, Belfast, London and Manchester, and the historical development and structure of Greater Manchester is featured in the E.V.A. film strip/slide set 3552 (24 frames at £5.30). Maurice Ash's *'Guide to the Structure of London'* (Dart 1972) although out of date on Local Government structure, is very well illustrated with maps showing the structure of London in a format very convenient for reproduction on O.H.P.Ts. and contains details on the earlier Town Trails in London. (For a full list of town trails see Goody *'Town Trails'* British Tourist Authority – revised edition):

Anyone wishing to draw up a model of their own town or city should start with the local 'Structure Plans' which will be available in the public library (see separate article in this issue). A base map of the residential structure of small or medium sized towns can be produced quite easily by collecting literature from local estate agents and mapping privately owned and privately rented accommodation by price, and filling the gaps from the pupils' own knowledge of their town. Further details can be drawn from the Office of Population Censuses and

Surveys. A pamphlet on the retreival of Census information is available at 10p + postage from S.C.A.T. 31 Clerkenwell Close, London, E.C.1.

**Residential segregation**

Peter Wilmott's New Society article *'Population and Community in London'* N.S. 24th Oct. 1974 is valuable as a concise description of the processes of municipalisation, gentrification and residential segregation in contemporary London. However for more detail on residential segregation in see Hamnet 1976 *'Social Change and Social Segregation in Inner London 1961-1971'* in Urban Studies Vol 3 no 13. The role of improvement grants in gentrification is covered by another article by Hamnet, *'Improvement Grants as an indication of gentrification in inner London'* AREA 1973 Vol 5 No 4( see also the response in AREA Vol 6 no 2 1974). A highly critical treatment of gentrification and improvement grants is given in the C.D.P. report *'The Poverty of the Improvement Programme'* and in a C.I.S. article in Lambert and Weir. The way in which gentrified areas spawn civic societies and other kinds of middle class pressure groups, and the political success of such groups is indicated in Ferris *'Participation in Urban Planning; the Barnsbury case'* Oc. Papers in Social Admin L.S.E. no 48 1972, and in *'The Barnsbury environmental traffic management'* Rpt. of Traffic Man. Working Party. London Borough of Islington 1972.

David Boswell's paper *'Social Segregation and the Slum'* in the O.U. course text DT 201/6–9 is an excellent treatment of the topic and includes among other data, information on social segregation by religious affiliation in Belfast. Rex's *'Sociology of a Zone of Transition'* op cit, still remains a classic treatment of this topic especially in relation to segregation by ethnicity and is updated in the O.U. film already cited and by a number of more recent empirical studies including Power *'Racial Minorities and Council Housing'* (North Islington Housing Rights Project 129 St John's Way N19–30p;) and London Borough of Lambeth, *'An examination of Racial Equity in Housing Allocation'*, a research paper available from the borough. More generally data is available in Haddon's *'Location of West Indians in the London Housing Market'* in Lambert and Weir, and in Smith 1976 *'The Facts of Racial Disadvantage'* P.E.P. The myth of race and falling property values is exploded in *'Asian Households in Owner Occupation'* Working Paper No 2, SSRC (Research unit on Ethnic Relations. Bristol University, Bristol 8 at 77p.)

The segregation implications of the politically sensitive practice of selling council houses is dealt with in a paper by Forest and Murie; *'Social Segregation and the Sale of Council Houses'* available from the Centre for Urban and Regional Studies at the University of Birmingham. The effects of out-migration on residential segregation in inner urban areas is dealt with in Dugmore *'Migration and Distribution of Socio-economic groups in Central London'* G.L.C. Research Memo 443 1973, and throughout the D of E *'Inner Area Studies'* (see below).

The segregation of 'Problem' tenants in particular council housing estates, mentioned by Wilmott is illustrated in great detail by two papers from Oldham C.D.P.; *'Housing Allocation Policy and its Effects'* by Lewis Corina at £1.20 and *'Deneside: a Council Estate'* by Shenton at £1.00. More dramatically the film *'The Block'* (Concord b/w 75 mins £9.40) deals with a council tenement block – Chaucer House, used to house problem tenants and the tenants' revolt against conditions there.

**History**

Wilmott's article is a considerably better piece of work than the book from which it ultimately derives – *'The Symetrical Family'* (Wilmott and Young, Penguin.) This sociological fossil is not a book I would recommend on family and kinship but is quite useful in providing historical material on the development of London, a subject dealt with in much more detail in units 23–25 of DT 201 *'The Spread of Cities'*. There is of course a considerable literature on urban history. Laslett's *'World we have lost'* Methuen 1965 captures the quality of life in pre-industrial cities; an extract is printed in Lambert and Weir, which also contains extracts from Engles *'Condition of the Working Class in England'* (Blackwells/Penguin), a paper on Manchester, Anderson on the migration from rural areas to towns in nineteenth century Lancashire, and Fisher on class segregation and class relations in nineteenth century Oldham, Northampton and South Shields. The latter paper is re-printed from the seminal volume on urban history edited by Dyos *'The study Social Atlas of London'* (Clarendon 1974) which is similar theme is taken by Clark and Slack for an earlier period in *'Crisis and Order in English Towns 1500–1700'* (R.K.P. 1972), with data for Coventry, York, Salisbury, London and Norwich. Asa Briggs *'Victorian Cities'* (Penguin) is still a useful source. The O.U. film *'London 1650–1750'* DT 201/01 provides useful visual material. On housing, Gaudie's *'Cruel Habitations; a history of housing for the working classes 1780–1918'* is essential reference (George Allen and Unwin). The major alternative is Tawn 1971 *'Working Class Housing in nineteenth century Britain'* (Lund Humphrey). The O.U. Film *'Dwellings for the Industrious Classes'* A 401/07 includes an interesting sequence on early slum clearance in Whitechapel to remind us that there is nothing new about urban renewal.

Readers of course will be aware of the wealth of empirical material available for London and York in the works of Booth and Rowntree, and the journalistic slumming of Mayhew, Pike and Dickens. A favourite of mine however is Robinson's *'Classic Slum'* (Penguin) an autobiographical account of growing up in Salford at the turn of the century. The Hackney Peoples' Language Project provides similar first hand accounts for East London: *'Working Lives;* Vol 1 1905–45' (Centerprise).

Advice on producing your own local history

material is given in Chimnery *'Studying Urban History in Schools'* (Historical Association, 59A Kennington Park Road, SE11.)

**Mapping and indicators**

Those interested in mapping social phenomena in London are directed towards Shepherd et allia, *'The Social Atlas of London'* (Clarendon 1974) which is invaluable in providing a source for many classroom exercises inter-correlating mappable social variables. The maps are drawn in the main from the larger reference work by Emrys Jones *'Atlas of London'* (Claredon). Other maps are available in the O.U. units cited above and a map of the class structure of London in *'The Symetrical Family'*.

In passing it is perhaps worth noting Howes *'National Atlas of Disease'* (Nelson) which contains epidemiological maps and is a useful source for those medical phenomena (such as infant mortality rates or T.B.) which can be regarded as social indicators. The official indicators of social deprivation used to designate E.P.As and Housing Action Areas and similar programmes in the E.E.C. are provided in *'Census Indicators of Urban Deprivation'* Working Notes no. 6 E.C.U.R. Division. Department of the Environment, available free from the D.o.E. Some flesh may be given to these rather bare bones by looking, for instance, at the social services audit done for Tower Hamlets in New Society 7 Dec. 1972.

At the University of Birmingham, the Faculty of Education houses the CALSUG project which provides computer maps and models of Birmingham. Further information from them.

**The 'urban crisis'**

The great shortcoming of the Chicago model of urban development and of much more recent work on urban development is naturalism: cities just seem to develop according to unexplicated laws of motion of their own; without a penny changing hands. Luckily there has been a recent spate of literature to remedy this. There is on the one hand a massive literature produced by and for the D.o.E. which constitutes the official version of the 'inner city problem', and on the other hand literature highly critical of this constitution which links urban development with the restructuring of capitalism and throws into relief the importance of industrial concentration, property speculation and the role of the state in the urban formation. Much of the latter literature comes from the Government's own renegade Community Development Projects (see below).

Two Government papers seem especially important. Firstly *'Housing Policy'* CMND 6851 June 1977; the green paper on future housing policy. The C.D.P. Report *'What ever happened to Council Housing?'*; and the Shelter Paper *'Housing in the 80s'* take issue with Government thinking, the latter providing a useful antidote to the strong emphasis placed elsewhere on the importance of jobs rather than housing. The Shelter paper costs 80p from Shelter (157 Waterloo Road, London SE1 8OU). For a review of responses to the green paper see Roof, March 1978.

*'Policy for the Inner Cities'* (CMND 6845 June 1977) outlines the policy drawn up to deal with the problems described in a very rich literature of studies commissioned by the D.o.E. Among the earlier of these are *'Urban Guideline Studies: Making Towns Better'* which feature Rotherham Oldham and Sunderland and are well reviewed in Town and Country Planning Vol 42 no 3. More recently there are the Inner Area Studies. I direct your attention to *'Inner Area Studies; summaries of Consultants Final Reports'* HMSO which cover inner Liverpool, Birmingham and Lambeth.

Peter Hall—New Society 3rd Feb 1977 gives a useful short review of the policy initiatives and these are dealt with in a much more scholarly fashion by Donnison in *'Urban Development and Social Policies'* in Social and Economic Administration Vol 11 No 3, 1977. More critical are *'Government Initiatives on Urban Decline'* (20p from Runnymede Trust, 62 Chandos Place, WC2) and *'Inner Area Studies; a contribution to the debate'* by the Inner City Working Party of the J.C.U.L.G.S. at the University of Birmingham at 25p and the Community Relations Commission *'Urban Deprivation, Racial Inequality'* C.R.C.

The financial basis of local government is treated critically in a C.D.P. paper *'The Rates of Decline; an unacceptable base for public finance'* and the workings of the rate support grant are explained by Bleddyn Davis in New Society 13 May 1976.

The story of the establishment of the Community Development Projects and their escape from the government line is an interesting one in its own right and is represented by two articles in Butterworth and Holman *'Social Welfare in Modern Britain'* (Fontana) as well as indicated in C.D.P. documents and in Hall, Donnison and Runnymede above. Of all the C.D.P. publications I think the one which most clearly outlines their position is *'Costs of Industrial Change'*. This provides brief but telling information on five C.D.P. inner urban areas—Batley, Saltley, Canning Town, Benwell and North Shields. They use a model of historical growth and decline in these areas over the last 100 years linking this with the constant re-structuring of capital and other developments in British and world economy. Personally I have used the material on Canning Town to great effect in the classroom, showing the relationships between changes in the economic infra-structure and changes in family and community life in the East End and South Essex. Using a model in which community growth and decline are seen as epiphenomenal to the industrial investment decisions characteristic of particular historical periods gives a fillup to tired old community studies such as *'Family and Kinship in East London'* or Wilmott's *'Dagenham'* (R.K.P.) and also allows for the treatment of successive waves of immigration into East London (as described for instance in Foot *'Immigration and Race in British Politics'* (Penguin), or Gartner 1973 *'The Jewish*

*Immigrant in England 1870–1914'* (Simon). (A characterisation of the Jewish population of Hackney in the 70s is given in Kosim and Grizzard *'Jews in an Inner London Borough'* (Board of Deputies of British Jews, Woburn House, Upper Woburn Place, WC1H 0EP £1.00). and for the dispersal of Jews to the suburbs see Lipman 1968 *'The Rise of Jewish Suburbia'* in Trans. Jewish Hist. Soc. XXI 86.)

For anyone particularly interested in London's Docklands, *'London Docklands a strategic plan'* gives the planners point of view and is available from DDT, 164-168 Westminster Bridge Road, SE1 7RW. Peter Marris' *'Docklands Fit for People'* New Society 20th Feb. 1975 gives a simple introduction and an irreverent view is found in a comic strip from Allan Gilby *'Up the Docks'*. Alfred Deadman's account of his own life as a lighterman appears in *'Working Lives;* Vol 1, 1901-45'. Both the latter are available from Centerprise, 136 Kingsland High Street, E8. New Society 25th Feb. 1977 offers an opportunity to link health with urban underdevelopment in the declining Dockland area.

Other C.D.P. reports are also extremely useful for providing case study material. *'Government against poverty'* (Liverpool C.D.P. from 40 Wellington Square, Oxford) and *'The Management of Deprivation'* (Southwark C.D.P.) both take the line that government policies towards poverty are attempts to manage the poor rather than alleviate poverty and situate their case in their respective areas. *'Youth on the Dole'* and *'Workers on the Scrap Heap'* (80p and £1.25) from the Birmingham C.D.P. are both about the political economy of unemployment in Saltley and Birmingham in general.

A somewhat similar job is done for Leeds by the Leeds Political Economy Class with, *'The need to change the way we live'*, *'The Economic Basis of Leeds'* and *'The Engineering Industry in Leeds'* all at 50p (from W.E.A. Yorkshire North District, 7 Woodhouse Square, Leeds LS3 1AD.)

For Edinburgh there is *'The Unmaking of Edinburgh'* at £1.25 (from E.U.S.P.B. 1 Bucleuch Place, Edinburgh) and Glasgow's East End Project was recently featured on a BBC documentary and an Open Door programme. It is dealt with by an official paper from The Scottish Development Office, a Listener article 17th Nov. 1977, and an earlier article by John Gretton in New Society 19th October 1972. I like to link this material with the paper by Armstrong and Wilson *'Glasgow Gangs and City Politics'* in Taylor and Taylor *'Politics and Deviance'* (Penguin) and with Patrick's *'Glasgow Gang Observed'* (Eyre Methuen). Similar links might be made between the material on Liverpool plus Muchnick *'Urban Renewal in Liverpool'* Oc. Papers in Soc. Admin. L.S.E. no 33. and Owen Gill's *'Luke Street; Housing Policy, Conflict and the Creation of a Delinquent Area'* (Macmillan) 1977, and Timeri Murari 1975 *'The New Savages'* (Macmillan), both of which place delinquency within the context of urban redevelopment.

Coates and Silburn's study of the redevelopment of St. Annes, Nottingham in *'Poverty, the Forgotten Englishman'* (Penguin) is well known, although Ray Gosling's recent series of radio talks giving the 'inside story' throws considerable doubt on Coate's and Silburn's account. What a pity Golsing's talks were not reprinted in the Listener. John Rowland's *'Community Decay'* published in 1973 (Penguin) is a very well illustrated account of urban deprivation in the Archway and Hornsey Rise area and might well be linked now to press material on the Archway Motorway enquiry.

Perhaps the best case study of all is that on North Southwark in Ambrose and Colenut *'The Property Machine'* (Penguin) which deals with the local story and the costs and the benefits of the 1964–72 Property boom in Borough and Bermonsey. On property speculation Mariot's book *'The Property Boom'* (Hamilton 1972) is still probably the best source. *'Battle for Tolmer Square'* (R.K.P.) is a very well illustrated case study of the attempts by Stock Conversion and Investment Trust, and Campden Council to redevelop a residential area west of Euston Station for offices and shops and of local community resistance. It contains what I think is the clearest exposition of the monetary calculations involved in property development which would provide the basis for a classroom board game on property development. A short version of the story appears in an article by Wates *'Tolmer village squatters'* New Society 3rd July 1975. Tolmer Square is also featured with Nottinghill and Covent Garden in the Arts Council Film *'Playing the Environment Game'* (colour, 30 min. £8.60 Concord).

Ambrose and Colenut also take case studies from Brighton, and these are repeated more or less, in a Shelter pamphlet by Ambrose, *'Who plans Brighton's Housing Crisis?'* at 40p. The relationship between speculative property development and housing are drawn in Ambrose and Colenut, Wates and many of the C.D.P. reports, but among the latter *'What ever happened to Council Housing?'* and *'Profits against Housing'* are devoted to this theme.

As time goes by it perhaps becomes less and less important to consider the much vaunted but now largely defunct 'Community Land Act' which was designed to eliminate property speculation but seems only to have functioned to build up a head of steam for the property boom which is getting underway at the moment. For those who are interested, the New Society article *'The Community land Bill'* New Society 10th Oct 1975, the article in Town and Country Planning Vol 45 No 4. and the Community Action Pamphlet *'The Lie of the Land'* provide the background information, although somewhat overtaken by events.

While talking about property development, it is perhaps worth looking at the most important of our property speculators, the insurance companies and pension funds. The C.I.S. pamphlet *'Your Money and Your Life'* (C.I.S. 9 Poland Street, W1 at 30p +

10p.) provides information which is not easily available elsewhere. Another C.D.P. pamphlet *'Benwell's hidden property companies'* (25p from Benwell C.D.P., 87 Adelaide Terrace, Benwell, N4) deals with the small property companies which control rented accomodation at the lower end of the market. The role of building societies and estate agents, including the current controversial practice of red-lining is dealt with in Williams *'Role of Institutions in the Inner London Housing Market'* and Bobby *'Structure of Mortgage Finance'* (Newcastle) both in Trans. Inst. Brit. Geographers Vol 1 no 1 1970, Winton *'Council Loans hit by red-lining'* in Roof May 1977, and Working paper no 54, C.U.R.S. P.O. Box 363 Birmingham B1S 277, at 50p.

Other sources on city centre redevelopment for offices and shops include Bob Dumbleton's *'Second Blitz'* (at 88p from 35 Deri Road, Cardiff) on city centre redevelopment in South Wales, and a short paper by him in Town and Country Planning Vol 42 no 2 on Cardiff. The same issue includes a paper on Nottingham's Victoria Centre. The special *'New Jerusalem,* issue of New Society 23-30th Dec. 1976 includes brief material on London's Victoria Street, and the centres of Portsmouth, Birmingham, and Ipswich. The structural change in retailing which lies behind the development of city centre shopping complexes is detailed in Mathias 1967. *'The Retailing Revolution',* and the story is brought up to date by Gilham 1976 *'Hypermarkets'* Architects Journal May 5th, and Kirby *'Small Shops in Britain'* Town and Country Planning Vol 43 No 11. Brent Cross is featured in T.C.P. Vol 44 No 4.

Continuous case study material appears in the magazine 'Community Action' subscription £1.50 for 6 issues from P.O. Box 665 London SW1X 8DZ. and on housing in 'Roof' at £4.00 for 6 issues, 157 Waterloo Road, London SE1 8UU.

**Power, theory and community participation**

The urban has recently become an interest area for neo-marxists, and if you are capable of negotiating labyrinthine prose you might be interested in Castells' *'The Urban Question'* (Arnold) and Halloe (ed) *'Studies in the Political Economy of Cities and Regions'* (Wiley). However before you rush out and buy them I would suggest you read Ruth Glass' review in New Society 29th Sept 1977. From the same theoretical position (I think!) but lucid and informative is Cynthia Cockburn, *'The Local State'* (Pluto) which taking Lambeth as a case study deals with the theoretical issue of the role of the state under advanced capitalism. In a similar vein, although more flimsy in John Bennington's *'Local Government becomes Big Business'* a Coventry C.D.P. paper, 40p.

Both of the above deal with power and the city. A more orthodox treatment is Stacey et allia *'Power Persistence and Change'* (R.K.P.) the sequel to Stacey's earlier study on Banbury (Read the inside story in Bell and Newby reviewed elsewhere in this volume). The politics of planning are dealt with in more detail in Gladstones *'Politics of Planning'* (T.C.P. 1977) which includes material on Sheffield, Teeside, S. Hants and Liverpool. There is a good section in Lambert and Weir, and power and the city is the main theme of Pahl's *'Whose City'* (Penguin), Denis' *'People and Planning; the Sociology of Housing in Sunderland'* (Faber 1970) is probably still the best single book in this field. The new Society article by Dennis *'The Duke Street Story',* New Society 4th Oct 1973 is a ready made basis for a role play (and incidentally for interesting speculation, which of the characters is Dennis himself? My guess is that he appears as two of them!) The Shelter Package *"Street'* simulates the problems of a hypothetical area not unlike Duke Street. Although expensive this pack is very well produced and by the use of role play and exercises does succeed in involving the students in the problems of the area. Although designed for the 9–13 age group I have found it very useful up to O level. *'Redevelop Your Own Town Centre'* is a useful exercise in the Jackdaw *'Man and Towns'.*

The Open University course DT 201 devotes a unit to community participation in city government *'Community Participation in City Decision Making'* unit 22, and the University of Sheffield Linked Research Project into Public Participation in Planning has a long list of publications of empirical work (Dept. Extra Mural Studies, U of Sheffield, 85 Wilkinson Street, S10 2GJ.)

**The Suburbs the rural-urban fringe and the new towns**

The historical development of the suburbs is dealt with in DT 201/23-25. *'The Spread of cities'* and in David Thorne's *'Suburbia'* Paladin 1976. Specifically on the London suburbs there is Guy Williams *'London in the Countryside'* 1975 (Hamilton) and rather better, Jackson's *'Semi-Detached London; suburban development and Transport'* 1973 (Allen and Unwin). The suburbs are also dealt with of course in Wilmott & Young *'Family and Class in a London Suburb',* in the Greenlea section of *'Family and Kinship in East London'* in the *'Symetrical Family'* and whimsically by Betjemen's Metropolitan Line poems. I understand the Michael Frayn is putting together a radio series on the suburbs which should appear in the autumn or spring.

The rural-urban fring with its commutor villages is most associated with Ray Pahl's studies in Hertfordshire in the 60s. Most of this is republished in Pahl *'Whose City'* (Penguin). While the empirical basis of these studies is somewhat shakey, as a resident of the area I can vouch for their authenticity. The rural urban fringe elsewhere does not seem to have attracted quite so much attention, but see Connel *'Green Belt Country'* New Society 25 Feb 71 (Surrey) and Hall *'Anatomy of the Green Belts'* New Society 4th Jan 1973.

As social experiments, it is not surprising that the new towns have generated an enormous literature, though much of it saying essentially the same things. Schaffer's *'New Town Story'* Paladin, or

Knight's *'New Towns; the British Experience'* T.C.P.A. are good introductions. Note that the January edition, or after 1976, the February edition of *Town and Country Planning* is always devoted to New Towns and thus provides the best single source of up-to-date information each year. Rex Walford's *'A New Town'* (Longmans) on Hemel is a useful book designed for classroom use, and O.U., DT 201, unit 26 is entitled *'The New Town Idea'*. For visuals there is a Looking and Seeing Film Strip, *'The New Towns'* (81 Southway London, N 20), Central Office of Information Film *'New Town'* (Central Film Library, Government Building, Bromyard Avenue, Acton W3 7JB) which is a cartoon focussing on the technicalities of planning,a and an A.V.P. film strip (3595 24 frames £5.60 – 15 Temple Sheen Road, SW14 7PY).

*'New Towns; end of a planner's dream'* New Society 11th July 1968, (reprinted in Lambert and Weir) is about residential segregation in New Towns, especially Crawley, and March *'Why have New Towns'* New Society 8th June 72 questions the whole idea of new towns, a view which seems latterly to have been taken by Peter Shore.

There is of course a great difference between the well established mark-1 new towns around London with their relatively secure employment prospects – see for instance Ogilvy *'Employment and Expansion in the Development of New Town Hinterlands 1961 – 66'* B.R.S. Current Papers No 71 (Building Research Station, Garston, Watford) – and the newer new towns beset with unemployment and plant closures; see for instance Skelmersdale's experience with Courtaulds in C.I.S. *'Courtaulds Inside Out'* (C.I.S. 9 Poland Street, London W1 at 30p).

The new town authorities publish a great deal of P.R. material, which can be useful for pin-board display, and research studies and lists of these can be obtained from which ever new town interests you. However they have an unfortunate habit of suppressing research studies which show the town as anything short of paradise, and to get at 'classified' studies you may need an inside contact.

**Psycho-geography**

For those with a phenomenological bent, the topic of mental maps offers good opportunities for classroom work based on the students' own cognition. Pockocks *'The Characteristics of Mental Maps'* (Durham) in Trans. Inst. Brit. Geographers Vol 1 no 4 1976, or Mercer 1975 *'Living in cities; psychology and the urban environment'* (Penguin), or Mercer 1976 *'What do we mean by home?'* New Society May 27th are alternative starting points. Spencer and Lloyd 1974 *'A Childs' eye view of Small Heath Birmingham'* Research Memo no 34 Centre for Urban and Regional Studies, U of Birmingham describes a study of childrens' images and mental maps of their home area and Catling's *'Cognitive Mapping exercises as a primary geographical experience'* Teaching Geography 3:3 Jan 78, gives some useful exercises which you might like to try.

**Regions**

The sort of issues now being raised about the problems of inner urban areas used to be discussed soley in terms of regional imbalance and 'the regional problem'. Now with about two thirds of the country being designated as regions or areas for special development the idea of 'regions' is fraying a bit at the edges. Nonetheless there is some useful literature cast into this mould. Especially worthy of note are Stuart Holland's 1976 *'Capital Versus the Regions'* and 1976 *'The Regional Problem'* both Macmillan which follow a similar line of analysis to the C.D.P. papers. There is a series of New Society articles characterising the regions, between 29th July and 9th Dec 1976. In addition there are two O.U. films *'South East England'* D342/01, and *'Underdeveloped Scotland'* D342/02. The areas designated for expansion produce quite attractive material encouraging you to open your factory there (from The Industrial Expansion Team, Dept of Industry, Millbank Tower SW1P 4QU) and the Strategic Plans for the region can be obtained from the relevant regional planning office, although they should be in your central library.

## COUNTRY

By comparison with the urban scene, rural areas beyond the metropolitan fringe have attracted relatively little sociological attention. Gwyn Jone's *'Rural Life'* 1973 (Longmans) is the usual point of departure for rural social studies and although I personally find it an unsatisfactory book it clearly outlines the issues which exercised rural sociologists in the 60s and provides a list of the major 'community' studies in rural areas (see also Frankenberg's *'Communities in Britain'* Penguin).

I would prefer as a starting point Charlie Clutterbuck's article in Science for the People, no 34 1976/7 (30p from BSSRS 9 Poland Street, London W1). Called *'The Development of Capital on the Land'* it is a historical overview of structural change in agriculture culminating in a picture of the strong linkages between farming and food-processing, agro-chemicals and agri-engineering. Those who would like to put this in a global context are referred to Susan George *'How the Other Half Die'* (Penguin) which gives considerable emphasis to agri-business multinationals. The same issue of Science for the People looks at the involvement of ICI and Unilever in world agriculture. The C.I.S. report on Unilever is also useful in this respect (C.I.S. 9 Poland Street, W1 at £1.25).

For historical background on change in rural areas Laslett's *'World We have Lost'* (Methuen) is invaluable as a scratch point, and among the more detailed studies to come out of the 'historical demography' movement David Levine's *'Family Formation in an Age of Nascent Capitalism'* (Academic 1977), looks to be one of the most important. It reconstructs family and community life in English villages on the eve of the industrial revolution with detailed case studies of Shepshed and Bottesford in Leicestershire, Terling in Essex

and Colyton in Devon.

Contemporary accounts can also be useful; for instance Defoe's 'Tour through the Whole Island of Great Britain' Everyman, Arthur Youngs County Volumes (David and Charles) or Cobbet's *'Rural Rides'* (Penguin). The Hammond's *'Village Labourer'* 1760–1832 (Kelly) and *'The Bleak Age'* (Penguin, out of print) and Hobsbaum and Rude *'Captain Swing'* (Penguin) all deal with the trauma of the agricultural revolution and the effects of industrialisation on rural areas.

For a historical overview of government policy towards agriculture see *'The State and the Farmer'* by Self and Storing (O.U./Allen and Unwin) which takes the story through the 50s. Donaldson and Barber *'Farming in Britain today'* (Penguin) updates the picture to the end of the 60s. From then on there is the Government white paper *'Food From our own Resources'* HMSO and critical reviews and alternative policies such as Mellanby 1975 *'Can Britain Feed Itself'* (Merlin), Allaby et allia *'Losing Ground'* by the Friends of the Earth, – there is a full synopsis of this in the Ecologist Vol 5 no 3, 1975, and Johnson and Allaby 1977 *'Agriculture in Britain as a mature Industrial Society'* in Institute of Development Studies Bulletin Dec 1977 (Research Publications Ltd, Victoria Hall Greenwich SE10 0RF at £1.25.)

In order to understand agriculture these days it is of course necessary to understand the common agricultural policy. A recent paper from the Centre for Agricultural Studies at Wye College, called *'Green Money and the Common Agricultural Policy'* and an article in the National Westminster Bank Quarter Review Feb 78, help to some extent. This is an issue which of course links land-use to health and nutrition and there is some very strong evidence developing which points to nutritional, and hence income factors in class differential mortality; see Wilkinson *'Dear David Ennals'* in New Society 16th December 1976. On food subsidies and their differential effect see Ritson in New Society 23 June 1975.

Nan Fairbrothers *'New Lives, New Landscapes'* (Penguin) is still the classic on the use of the countryside as an amenity and the reports of the National Parks Commission are worth looking at in this respect; especially the Report of the National *Parks Review Committee* 1974, which is reviewed in AREA Vol 6 no 3, the *'Joint Circular on the Report of the National Parks Policy Review Committee'* Circ. 4/76 D.o.E., and the *'Report of the National Parks Commission'* 1977 which contains information about the changing social use and land use within the National Parks. Concord holds a film entitled *'Do you dig National Parks'* which is about conflicts between agricultural land use and amenity. Many rural counties drew up a *'Countryside in the 70s'* plan in the late 60s which should be available from the local county hall/central library and would contain valuable data on population, land-use, traffic, and future plans. The Countryside Commission *'New Agricultural Landscapes'* (C.C. 1974), reviewed in Town and Country Planning Vol 43 no 5, describes the effect on the rural landscape of changing patterns of agriculture.

The Architects Journal no 3 Vol 165 1977 is devoted to a long and very thorough article by Alice Coleman reviewing planning since the war. Called *'Land use, planning; success or failure'* it is a highly critical paper by a well-known practitioner of urban and rural planning. Davidson and Wibberly *'Planning and Rural Development'* (Pergamon) takes the line that rural needs have always been subordinated in planning to urban requirements and provide much case study material to substantiate this. Planning on a regional or national scale is also featured in the simulation *'Euricity: a planning committee game'* BEE 46/75.

A recent study by the Centre for Agricultural Strategy *'Capital for Agriculture'* (University of Reading) 1978, notes the growing interest of pension funds and insurance companies in prime agricultural land. Some are spending up to 20% of their portfolio in agricultural land, and although as far as can be ascertained at present only 2–3% of agricultural land is owned by such institutions, they control such vast funds that continued spending at this rate would give them 50% of agricultural land by the year 2000. The ownership of agricultural land is a topic about which relatively little is known – we await the findings of the Northold Committee on this topic – but there is abundant evidence that the trend is rapidly towards bigger and more capital intensive farming with contract labour and absentee ownership.

Howard Newby's *'Deferential Worker'* (Allen Lane) about East Anglian agricultural workers was published last year and is the most up to date book in this area. The inside story of his research is told in Bell and Newby, reviewed later in this issue.

I can't find any reasonable references to rural depopulation as a whole, and the repopulation of the countryside with weekenders, retirees and hippies, although everyone knows that this is going on. Age Concern has a flimsy pamphlet on *'Rural Depopulation in Wales'* 1974. Rural depopulation is a function of job,s housing and transport. On the latter see *'The Rural Transport Problem'* Town and Country Planning' 1974 Vol 42 no 12. The *'Bus Service Game'* in Walford's *'Games in Geography'* (Longmans 1969) is an accurate simulation of the economics of rural transport.

The Cumberland Community Development Project provides case study material on the problems of a rural industrial area which has lost its industry. *'Iron Ore and After'* £1.50 deals with the iron ore mining boom in Cleator Moor and its collapse, and *'Unskilled and Unemployed in West Cumbria'* £1.00 with the contemporary situation. A rather similar situation, this time, closed coal-mines in county Durham is featured in the O.U. Film D281/05 *'Communities and Change'*. On a more practical note is another C.D.P. paper *'Information and Action Services for Rural Areas'*.

What usually makes the news in rural areas are

threats to the environment constituted by mining, industrial development or reservoirs. One of the best known of these is the Selby Coalfield and this is written up in BEE, numbers 34 July 74, 37 May 74, 71 March 77. Further information from the Selby Coalfield Project, Sheffield Centre for Science and Technology, Sheffield City Poly. jS10 2NA.

The *'Politics of Physical Resources'* (Penguin) ed. Smith, contains case studies of the planning issues connected with Oxfordshire Iron Stone, Copper in Snowdonia, Oil and Aluminium Smelting in Angelsy and the Cow Green Reservoir. A fictional simulation from the Geography for the Young School Leaver Project called the Senni Valley Project, about flooding a valley for water supply is written up in BEE 49 1975. Plaid Cymru produce a very detailed document on the issue of Welsh water for England which will be available through the ATSS Resources Exchange, and there is a booklet produced for classroom use in the Harrap C.S.E. series, by Love and Edwards called *'Doomed Valley'*.

On Airports there is the M.R.C. package 'Airport Controversy' (Media Resources Centre. Highbury Station Road, Islington N1 1SB, and plans for a simulation in Walford *'Games in Geography'* (Longmans) and on Motorways Coggin 1974 *'Birth of a Road; a Study in Environmental Education'* (Hart Davis) is based on the Wiltshire Schools M4 Motorway Project.

The cost-benefit analysis characteristic of planning enquiries which accompany issues such as those above are very well dealt with and critiqued by Self in *'Ecnocrats and the Policy Process; the Politics and Philosophy of Cost Benefit Analysis'* (MacMillan) 1976.

**References**

Unless otherwise stated the C.D.P. publications are available from:-

**CDP Information and Intelligence Unit, Mary Ward House, 5 Tavistock Place, London WC1H 9SS.**

*The Open University Film Catalogue* is available from **The Open University Film Library, 25 The Burroughs, Hendon, NW4 4AT.**

*BEE* and *Town and Country Planning* are available from **Town and Country Planning Association, 17 Carlton House Terrace, SW1Y 5AS.**

## Useful Addresses for Environmental education

Note that this list complements that which appeared for Community Studies in SST Vol 7 no 2.

**Conservation Books, 228 London Road, Early, Reading RG6 1AH. 0734 663281.**
Bookselling arm of the Conservation Trust. Carries a very large selection of environmental literature and gives a fast efficient service. Catalogue.

**Conservation Corps (British Trust for Conservation Volunteers), Zoological Gardens, Regents Park, NW1 4RY.**
Organises volunteer conservation work for over 16s. Minimal cost hardworking holidays and weekends.

**Conservation Society, 12 London Street, Chertsey, Surrey KT16 8AA. 093 28 60975.**
Pressure group in the environmental field.

**Conservation Trust — P.S. Berry, 246 London Road, Early, Reading RG6 1AJ. 0734 663650/663281**
Various Publications including a Guide to Resources in Environmental Education and a regular newsletter. Has a large resource bank of items for loan.

**Council for Environmental Education, School of Education, University of Reading, 24 London Road, Reading RG1 5AQ. 0734 85 234 Ext 218.**
Various publications including Environmental Education Enquiries, a detailed classified list of organisations involved with environmental educaiton. Runs Townscape and Town Teacher projects – see separate item in this issue.

**County Trusts for Nature Conservation**
Most Areas of the country have a County Trust for Nature Conservation which owns and administers nature reserves, publishes a magazine or newsletter and organises local meetings. Membership gives access to Nature reserves country-wide.

**The Ecologist — 73 Molesworth Street, Wadebridge, Cornwall PL27 7DS.**
The New Ecologist published at an annual subscription of £4.00 and The Ecologist Quarterly also at £4.00 p.a. Usually contains some useful articles although somewhat flawed by an ultra-right wing editorial policy.

**European Information Centre for Nature Conservation—Council of Europe 67006, Strasbourg, Cedex, France.**
Publishes free magazine on nature conservation in Europe-Naturopa.

**Field Studies Council — Information Office, Preston Mountford, Mountford Bridge, Shrewsbury, Salop.**
Controls Field Study Centres other than those run by L.E.A.s.

**Friends of the Earth, 9 Poland Street, London W1V 3DG.**
Pressure group and producers of detailed information on environmental issues for publication and presentation at public inquiries.

**National Association for Environmental Education Gen. Sec. P.D. Neal, Perry Common School, Faulkners Farm Drive, Erdington, Birmingham B23 7XP.**
The subject association for teachers involved in Environmental Education, publishes a regular newsletter and a magazine and holds an annual conference. ATSS has reciprocal membership with NAEE.

**Nature Conservancy, 19-20 Belgrave Square, London S.W.1.**
The most important component of the National Environment Research Council, a policy and research body which also administers the nations nature reserves.

**Schools Council**
Current Schools Council Projects on the Environment:
Two current Schools Council Projects are specifically concerned with the environment. **Art and the Built Environment** (16-19) directed by Colin Ward, has been working mostly with art teachers and aims to enlarge pupils' environmental perception and to encourage a capacity for visual discrimination. A news letter is produced regularly and may be obtained for £1.00 for a complete set os issues. Alternatively teachers may subscribe to the Bulletin of Environmental Education (BEE). The includes current issues of the newsletter, and the projects' trial materials. **Environmental Studies: Follow Up Work** (5-13) is a local project based at Gwent College of Higher Education, Caerleon, Newport NP6 1XJ. This project is developing integrated schemes of work containing elements from a selection of Schools Council projects, particularly Environmental Studies 5-13, Science 5-13, Social Studies 8-13, and project Environment. The project has also undertaken a survey of Gwent Schools analysing the constraints encountered in the use of environmental approach. A Resource Centre has been set up at Gwent College containing materials which can be borrowed by local teachers. An article on the work of this project appears in this issue of the journal. A leaflet giving details of all Schools Council projects concerned with environmental education is available free from **Schools Council Project Information Centre, 160 Great Portland Street, W1N 6LL.**

**Town and Country Planning Association, 17 Carlton House Terrace, London W.C.1.**
Publishes Town and Country Planning and BEE. The latter at £5.00 per year is an excellent resource for teaching material on planning, housing, conservation architecture and so on.

**UNESCO-UNEP, 7 Place de Fontenoy, 75700 Paris, France.B**
Publishes CONNECT a free international environmental newsheet.

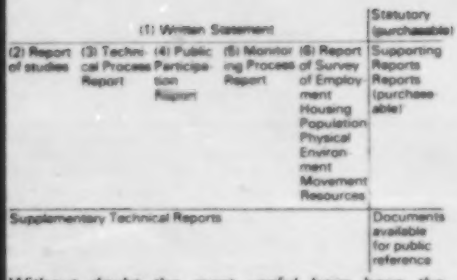
**UNESCO, Centre for economic and Social Information, Palais de Nations, CH-1211, Geneva 10, Switzerland.**
Publishes Development Forum, free which although largely of interest for Development education usually carries material on 3rd World Enviroments.

## Do you use Structure Plans?

**By Martyn Cribb—Advisory Teacher for Environmental Education and Director of Stevenage Urban Studies Centre.**

During the last few years local authorities in England, Wales and Scotland have had to produce structure plans allowing for "development" of their administrative area. This work has taken thousands of manhours of work and the result is usually a glossy document packed full of data and information relevant to any study of the local area. It is true that the documents are not aimed purely at public consumption but if the spirit of Skeffington is to prevail it would be pleasand to see local authorities making their findings available in a more digestible form and I would suggest that a small document laying out the general implications for the area would be valuable. This complaint made, the structure plans are useful as teaching aids. But how many teachers in school or colleges make use of these plans! My experience would suggest that few people realise the wealth of information that has been collected and that it is available in a ready to use form. Hertfordshire for instance, has produced a 'Written Statement' plus a number of supportive documents which aim to give the detailed background information used in the Structure Plan Exercise. But, prior to this exercise the Planning Department produced a mammoth report called Hertfordshire 1981 and this contained some excellent research and background material which together with a simple land use survey based on 6 inch maps should enable any teacher involved in local studies to produce many stimulating lessons and exercises.

The Structure Plan for Hertfordshire is the one most referred to in this article and teachers in other authorities will find similar documentation available on request to their Planning Department or local library. The following diagram illustrates the depths to which the structure plan goes and the relationship between the various reports:


(1) Written Statement
Statutory (purchasable)
(2) Report of studies
(3) Technical Process Report
(4) Public Participation Report
(5) Monitoring Process Report
(6) Report of Survey of Employment Housing Population Physical Environment Movement Resources
Supporting Reports Reports (purchasable)
Supplementary Technical Reports
Documents available for public reference

Without doubt the most useful have been the *'Written Statement'* and (6) *'Report of Survey'* all of which give valuable data. But it will be useful to look at the ways the Hertfordshire Structure Plan might be used.

I have already said that I believe the majority of the material will, in its present form, give rise to loss of interest with students assuming there was any in the first place but, if approached sensibly, the first section of the Written Report giving the historical background could prove to be extremely useful. Not only does it refer to the planning history in Hertfordshire but also refers to such external pressures as the presence of the E.E.C. and policies imposed from Brussels. It also makes reference to the Strategic Plan for the South East (S.P.S.E.) and Hertfordshire is a part of this. The south east enjoys greater "prosperity" than most other regions and this has had a tendency to attract people from other parts of the country, but Hertfordshire is an area of "growth contained" and this apparent contradiction has been used as the basis for a number of group discussions which have been held.

The Hertfordshire Planning Department prepared four alternative strategies for Hertfordshire and these were distributed to every household in the county in a document called *'Planning Means Choosing'*. The strategies were:-

*(A) Low level of growth in employment, housing and population. Strict controls in urban and rural areas.*
*(B) High level of growth emphasising the locational advantages of Hertfordshire.*
*(C) Minimal Change – Population growth of no more than 10%. Low level growth of employment with strict controls on the use of the environment.*
*(D) High growth in selected areas, i.e. South West and North Hertfordshire. This would create pressure on the countryside and there would be a need to purchase urban fringe land to allow for leisure activities.*

An extremely attractive exercise for 16+ students might be as follows:-

*(a) A careful study of the four strategies and an analysis and discussion of the reasons for each – this should provide the students with a good background to the area, and for many this will be their first look at the local authority area.*
*(b) Having criticised the plan the students should be given a blank map of Hertfordshire with the national grid marked on. Using this grid they should attempt to plan the development of Hertfordshire using the information supplied on the structure plan plus the following:-*
*(1) 1 : 50,000 map of Hertfordshire.*
*(2) Map showing areas of High Landscape Value.*
*(3) Details of large scale recreational areas.*
*(4) Data regarding population and employment.*

It is likely that many students will flounder around trying to come to terms with the task before them and considerable briefing before and during the exercise will be necessary. This exercise needs careful resourcing and setting up and may take 4-5 hours to work through.

A particularly good example of the use of Structure Planning ideas is that of *"Herts. Planning a County"*. This was a role play simulation devised by David Lewis and Sean Carson. In this role play the county was divided into three sectors so that three teams of people might be formed. Each team contained officers responsible for minerals, housing, transport, industry, conservation and open space. Each person was given a detailed task sheet from which to work and a large volume of background material was available. The simulation took 1-1½ days to run and the pattern of events was usually as follows:-

*(a) Detailed briefing.*
*(b) Long work period interspersed with meetings to discuss progress.*
*(c) Preparation of plans.*
*(d) Debriefing session with a member of the County Planning Department chairing the meeting.*

This sort of simultion stresses the interaction necessary to a corporate decision. It may be necessary to cast people in certain key roles to help the simulation but this depends on the students available.

The two examples given have been used successfully but now that the Structure Plans have, largely, been published they may be of limited value. Of greater value, providing the background is known and appreciated, may be a close examination of part of the Plan, i.e. population or the proposals for the immediate local area. In the *Written Statement* Hertfordshire has been divided into seven Policy Areas and these are based on the labour pools (employment). Six of these pools are wholly within Hertfordshire whilst the seventh district has "particular problems" and has been separated out as another area. These areas are small enough to enable a group to study various features of the area and put forward their own ideas for a local plan which would fall within the larger County Structure Plan.

Stevenage and its environs is one of the labour pool areas and it is well worth considering as an area such as this for local study. With the life of the Development Corporation ending in the near future and the degree of expansion now limited to 100,000

there is a need, according to the *Written Statement*, to prepare a local plan. The way in which the area is looked at is conducive to the preparation of a more detailed local plan, i.e. description of area, policies, population and housing, employment, movement, physical environment, shopping, services. With a large group it would be possible to detail students to study particular topics and to prepare a report for the whole group, but with a small group it may be advisable to study one particular aspect. Population and housing is a source of much discussion in New Towns and many studies have been attempted. *The Written Statement* suggests the follwoing local needs are:-

*(a) Second generation households, including single person households.*
*(b) Elderly parents of residents wishing to move to Stevenage.*
*(c) Homeless families.*
*(d) Special cases (specified).*
*(e) Public Service employees.*
*(f) Local housing needs of other Hertfordshire Local Housing Authorities who cannot fulfil their requirements.*

These six categories might well prove to be the basis for an in-depth study of the housing policies in Stevenage or a study of housing provision. Tables of figures are provided in the documents and my experience with local officials is that they wish to help if they possibly can, so do use this local expertise to add to the study and also the involvement of local housing pressure groups in any discussion should add another dimension to the study.

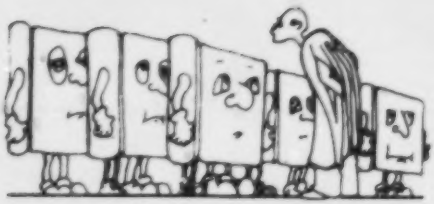
Employment provides another key area for study and with Stevenage being a New Town the employment structure is relatively new and developing. During the last 4 years of the "recession" there have been many instances of firms laying off employees. The booklet on employees published by Hertfordshire County Council gives full details of the employment structure within the labour pool areas and these could be the basis for a comparison between Stevenage and Watford. The former a New Town and the latter a well established town with industries dating back to the last century.

One particularly good attempt to translate a Structure Plan into something more acceptable has been made by a group of teachers and planners in Leicestershire. The idea for plan of this sort originated with a group of Geographers and liaison with the County Planning Department has resulted in a number of resources being made available. There is a kit of material for the 4/5th year students to use and an extremely useful teachers handbook. The kit is structured and the teachers' handbook guides the teacher through the work, outlining the key ideas and giving ideas for further development and sources of information. This pack was developed in 1972 and the kit was prepared when the Structure Plan for Leicester was under public scrutiny. With many plans being a few years old the relevance of producing a kit or work scheme remains. I believe it would play an important part within a General Studies Course besides being relevant to a number of other disciplines, e.g. Geography, Environmental Studies, Social Studies and others.

Structure Plans are detailed and well documented source materials for teachers. They are stimulating and should be a more widely used resource in schools. It is important that students are helped through these large public reports and helped to understand what might happen to the authority area they live. They should be encouraged to take part in local consultation programmes and if you have not already done so DO obtain a copy of your areas Structure Plan and DO find out when your Local Plan comes up for review.

Bibliography:-

**Hertfordshire County Structure Plan** — Planning Department, County Hall, Hertford.
**Report of Survey 6.1 — 6.6** — Planning Department, County Hall, Hertford.
**Hertfordshire: Planning a County — Simulation** — Available from Stevenage Urban Studies Centre, The Education Centre, Six Hills Way, Stevenage, Herts.
**A County Plans for the Future — Leicester** — Wreake Valley College, Syston, Leicester.



# REVIEWS

**Reviews Editor: Stephen Moore**

**Reviewing for 'The Social Science Teacher'**

With the constant publication of new books and teaching materials in the social sciences, one of the most important services 'The Social Science Teacher' can offer is accurate, up to date reviews by teachers themselves. If you feel you could write a review of a new book, why not send one to me, and if it is good enough we will publish it. Alternatively send me your name, address, the subjects and age ranges you teach and I will put you on our list of possible reviewers for books sent to us by publishers.

Write to: Stephen Moore, Reviews Editor, 92A Valkyrie Road, Westcliffe on Sea, Essex.

**Fact Paper on Southern Africa No. 5:**

**"African Workers and Apartheid"**

**by David Davis.**

**Published by International Defence and Aid Fund, (104 Newgate Street, London E.C.1.** Price 50p.

Target Group: Teachers

This pamphlet details the various means by which African labour is controlled in South Africa—The Pass Laws, which control movement of Africans outside the Bantustans; Labour Bureaux, which place African workers in specific employment, having first classified each person for a particular category of work; Job Reservation, which reserves certain categories of work for various racial groups; Wage Fixing; and the laws controlling unionism and the right to strike among Africans.

In following this structure the author of the pamphlet is able to avoid the pitfall of presenting mere polemic, and, using evidence drawn chiefly from South African government statistics, South African 'Hansard' and the Government Gazette, presents a detailed summary of the machinery governing African labour under the Apartheid system. The effect, of course, is to totally damn the system. There is no need for gratuitous comment, and the author wisely avoids it.

The facts, bare and harsh, present a picture of a system which in every conceivable manner stifles and represses the human rights and dignity of the Black Man upon whom the White South African depend for their economic success and consequently their social and political hegemony.

The Pass Laws, their origins and development are dealt with first: the main point the author makes is that this system can be and is used to suppress African industrial action. He cites the example of a 'general strike' in Alexandra Township in 1976. Police raids resulted in all but seven of the 851 people charged being prosecuted under pass law regulations. The Labour Bureaux, examined next, direct African labour to areas where it is needed, cancelling out market forces, and ensuring that Africans are directed to the lowest paid jobs rather than gravitating in a reverse direction, forcing Africans into employment at wage rates below those obtainable in urban areas. The system of Job Reservation ensures that Africans are forced to accept extremely low paid unskilled work, so that in 1975 almost 60% of all Africans in industrial work were doing unskilled work, 16% as mine and quarry workers. In addition the author points out that the South African government encourages industries to move from urban areas to 'border' areas, close to but not in Bantustans, where a cheap supply of labour is readily available, at rates considerably lower than prevails in urban areas. An example of this policy in action is cited. A wig manufacturer set up 20 miles from Pretoria, conveniently close to the BophuthaTswana homeland paying an average of six Rand per week in 1974 when the local Poverty Datum Line was R18 per week.

Information of this kind is fairly widely known. Hence the greatest value of this work lies, in my opinion, in the sections devoted to unionism and African workers.

Unorganised, the African worker can clearly do very little about the injustices of Apartheid, and control of unionisation of Africans ensures that the level of organisation remains very primitive. Unlike White, Coloured and Asian workers, African workers may not fix their wages through Collective Bargaining. African workers' wages are set for them. Effectively they may or may not have the right to strike, at the discretion of the Minister of Labour. Even this degree of the right to strike has been won by Africans striking, presenting the government with a *fait accompli*, but at considerable peril to themselves. Four hundred of 1,500 striking dockworkers at Durban in 1969 were permitted to return to work. The remainder had four hours to leave Durban. Eight hundred striking miners were transported back to the Bantustans within a day in 1977.

Individual unions of African workers are grouped into the South African Congress of Trade Unions which aims at a non-racial Trades Union movement: it was formed as a result of the Trades Union Council of South Africa intermittently excluding Africans from membership until 1974. Black unionism has enjoyed a resurgence since 1973; by 1975 twenty-five African Trade Unions with some 60,000 members had made up the ground lost due to government repression in the sixties. But with one or two exceptions the unions are extremely small, counting their membership in hundreds only, and consequently weak. In addition, the majority of African unions are 'Parallel Unions' operating under the aegis of their White counterpart unions, which in varying degrees limits their freedom of action. A telling example of the difficulty African unionism operates under concerns the national organiser of the Agricultural Workers' Union who was forbidden by the authorities to remain in any municipal area for more than 72 hours.

Many more examples of systematic harrassment of African workers and their unions pepper this pamphlet. The overall picture it gives is of peaceful progress of the African majority to anything like full citizenship rights in South Africa being made virtually impossible. Considering the evidence given in this pamphlet of Apartheid in action so far as the African worker is concerned the wonder is that violence is not the norm rather than the exception. The prospect for peaceful change in South Africa is made to seem extremely doubtful by the sad evidence of this work. Anyone wishing to know more of the facts about Apartheid and South Africa would be well advised to read this pamphlet, and others in the series if they reach the same high standard of unemotional objectivity.

Richard Hopkins

**"Doing Sociological Research"**
**Colin Bell and Howard Newby**
**George Allen and Unwin** 1977
£2.95 (paperback)

The theoretical and methodological revolt against positivism has made it both more important and more difficult to teach research methods in a way that stresses the links between theoretical stance and research methods. The question of whether sociology is a science could, not so long ago, be acceptably answered in terms of its epistemological and methodological proximity (or otherwise) to the natural sciences. Now we have to ask what science is anyway. How does the natural scientists' traditional model of how science is done (the hypothetic-deductive) relate to the *reality* of how research is conducted? What is the difference between science as presented in research reports and science as truly practised? Though philosophers of science have increasingly provided relativist answers to such questions, the everyday image, and thus our students' image, of the natural scientist remains positivistic and absolutist. And how does sociological work, either in the model or the reality, compare with any of the various versions of natural science activity? These are questions which, like so many others, preoccupied graduate seminars only six or seven years ago and are now part of the basic diet of 'A' level classrooms, with indigestion the usual result.

Bell and Newby's new book is a potentially effective treatment for this particular sickness. Following in the footsteps of Hammond[1] and in the general direction of Fletcher [2], they have assembled a set of essays each of which gives an account of a published research project, written from the researcher's standpoint. They thus purport to give a subjectively honest and reflexive account of what took place, to contrast with the sanitised, bland and fundamentally misleading "official" versions. The best known equivalent in the natural sciences is Watson's "The Double Helix"[3]. The point is that our notion of "science" is based on official versions, and it may be argued that, in so far as they are a misrepresentation of what *really* happens, our notion of "science" is falsely based.

These essays include: an intellectual autobiography by Max Atkinson, centring on his research into suicide; an account by Colin Bell of the Banbury restudy (all the more intriguing for what has been cut out in deference to the libel laws); Cohen and Taylor describing the development of the research interest in long term prisoners and their consequent problems with the Home Office; Robert Moore's vivid account of researching in Sparkbrook; reflections by Howard Newby on his East Anglian research, refreshingly frank about how he groped his way towards a "research problem"; a vitally important account by Ray Pahl of the pressures on the sociologist hired by Government; and an examination by Roy Wallis of the moral dilemmas posed in particularly acute form in his studies of Scientology. All are well written and within the intellectual range of an 'A' level Sociology student.

I would try to use any one of them in association with the published research text, and encourage students to read both pieces in preparation for essays on whether sociology is a science, whether it can be value free, whether it is inevitably ideological, on the relations between sociology and social policy, as well as on how a sociologist's theoretical stance affects his writings—all these being regulars in the A.E.B. 'A' level examination.

There are, however, very difficult issues raised by such "confessions", for where do they leave us in our argument that sociology has something special to offer in our attempts to understand our world? Could not the sixth former reasonably conclude that his Dad (and maybe his other teachers) are right and that sociology *is* just common sense wrapped up in jargon and has no intellectual rigour? What is the difference between methodological pluralism, methodological anarchy, and no method at all?

It is these questions that are addressed in the Introduction to this book, which is the most

complex part and the most important. While this introduction is useful reading for the sociology teacher, he would need to prepare a simpler version for students and to take great care that they had grasped the key ideas before they passed on to the subsequent essays, if the cynical reaction is to be avoided. What we want to demonstrate is not that sociology is scientific or unscientific, but that "science" is not what it appears to be in its positivist authorised version. There are a number of ways of doing research, and there is no clear way of choosing between them.

Finally, it is ironic and depressing that Bell and Newby conclude that among the most important influences on the publication of sociological research are the libel laws and the Official Secrets Act. What price epistemology in the face of a writ?

References:
1. *"Sociologists at Work"* **P. Hammond, Basic Books 1964**
2. *"Beneath the Surface"* **C. Fletcher, Routledge & Kegan Paul 1974**
3. *"The double Helix"* **J.W. Watson, Weidenfeld & Nicholson 1968**

P.W. McNeill
St Albans C.F.E.

**The U.S.S.R. Portrait of a Super-Power**
**by Stephen White**
**Published by Blackie**
Date of publication: 1978

Target Group: S.C.E. Higher Grade. General Studies G.C.E.

This is one of the Crossroads: Approaches in Modern Studies series, which aims to consider topics of contemporary relevance for the benefit of both school students and those in further education. In this short volume the author uses a thematic approach to examine the major elements of life in the U.S.S.R. He divides the book into chapters on The land, the People, ideology, government, the economy, the society, as well as a final consideration of the U.S.S.R.'s particular position as a super-power.

Each of the above chapters is sub-divided into sections which examine specific aspects of the major topic. This facilitates the study of each area and increases the book's function as a discussion text within the classroom situation. Each chapter is well illustrated with photographs, statistical tables and maps as appropriate, as well as quotations from a variety of contemporary sources.

The U.S.S.R. is a difficult topic to study well due to its divorce, in terms of culture, history, and ideology, from Western society; and in consequence there is a lack of lower level readable texts to which the student can refer. In terms of overall content therefore this approach by Stephen White is to be recommended. However there are omissions and sometimes a lack of detail which detracts from an otherwise compact analysis. The first chapter, 'The land and the people' which is introductory in form, attempts to cover geography, history and ethnic background in a few pages and is spoiled by generalisations of a somewhat superficial nature.

The text could have been improved by the inclusion of a chapter-related bibliography rather than the general list of further reading that appears at the back of the book. Similarly a selection of discussion/study topic questions at the end of each chapter would have indicated the necessity to pursue certain paths, which although evident enough to the teacher may not be so apparent to the individual student.

Many of these details also apply to the chapter on ideology which attempts to convey difficult concepts through the mediums of quotation and commentary. The ideology of Marxism-Leninism introduced in this chapter is then referred back to throughout the book, and it is a pity that it is not explained more lucidly and examined in greater depth, since it forms a core theme.

The following chapters on government and economy are well-presented with an analysis of a variety of tabulated material, and a stimulating section on democracy. The section on the economy is particularly strong in the wealth of material that is covered in a few pages. Nevertheless such statements as '... in fact there are more privately owned homes in the U.S.S.R. than there are in Scotland' need to be approached with care by the student, who will possibly be unaware of the dangers of such a lack of quantification and qualification. The chapter on soviet society considers a wide range of aspects from class to religion, including a case study of the typical family. The final chapter is an interesting summary of the developing role of the U.S.S.R. as a super-power approached in a provocative style.

Overall, therefore, this thematic approach to the U.S.S.R. is to be recommended. Despite the limitations imposed primarily from size, it is thought-provoking in its balanced consideration of many controversial aspects of Soviet society. It is highly readable and provides and excellent basis for group discussion work, and as an introductory survey from which to proceed into further study. Its presentation of tabulated material is of a good standard, and the use of photographs enhances the written text. It represents an up-to-date introductory analysis for the student of modern studies.

Margaret Dollin
Braintree College

**"Progress in Education"**
**by Nigel Wright**
**Croom Helm** £2.95 (paperback) 1977

Those who hold an interest in the public debate about education in contemporary society, and who find themselves hard-pressed to make any sense of the claims and counter-claims that fly across the

table in the public argument, will welcome Nigel Wright's review of schooling in England and Wales. *"Progress in Education"* is not faultless, but is does manage to analyse in some depth many of the educational questions that currently hold the general public's interest.

The aim of the book is to furnish the information that will permit the layman to obtain a broad survey of the facts. To do this the author splits the text into two parts. Part One, entitled 'Evidence', is devoted to a detailed analysis of six topics of major concern: basic skills, the modern primary school, streaming, comprehensives, teachers, and violence, indiscipline and truancy. Within each topic Wright examines existing research material and aims to answer some of the more popular and controversial questions raised. Are standards of reading, writing and numeracy falling? Are clever pupils being held back in mixed ability classes? Are leftist teachers using schools for subversive purposes? The answers are inevitably heavily qualified, but nevertheless present a balanced overview of the existing evidence. Frequently they suggest—and this is taken up in Part Two—that critics of what might be termed the 'progressive' school of thought have exaggerated their case and deliberately distorted the facts to support their views. The four chapters of Part Two consist of arguments drawing on, but also going beyond, the evidence presented in Part One. A central feature of this section is the careful dissection of the Black Papers which, the author considers, "have made a major contribution to public ignorance." Nigel Wright points out that Messrs. Cox, Boyson etc. "showed a wholesale disregard for accuracy, balance and concern for the truth", and gives the beleaguered social science teacher ample ammunition with which to defend his position, be it radical or liberal, against the more overtly conservative onslaughts.

But the value of this book does not lie in any political stance it takes. Indeed I would be very surprised if the author wished to be associated with any of the political labels that are so easily bandied about. Rather its value lies in recognising that debate about education must inevitably be ideological. A central argument of the book is that however much evidence we have, and however 'hard' it may be, ultimately it is not on the level of 'facts' but on the level of 'values' that people will form their judgements.

I particularly liked the concluding chapter of the book, which briefly summarised the findings of each of the previous chapters. Other pleasing features included extensive footnotes and references (how could there be otherwise in a book that slated the Black Papers for the staggering amount of errors, inaccuracies and misrepresentations they contained), and an exhaustive bibliography. All in all a sensible book that will serve teachers well in any debate about education, both for the evidence it contains and the arguments it conveys.

Chris Evans

**"Language and Reading among Underachievers"—a Practical Review of Research**
**by Caroline and David Moseley**
**NFER Publishing Company** 1977

Curiously, the authors do not state in their preface who they think might profit from their review. It would seem to be aimed at the newcomer to the field, particularly the trainee teacher who has assignments to complete, who has time, and whose experience is scant or non-existent. Its usefulness to the British reading specialist would appear to be limited.

The review consists of 83 pages of text followed by a listing of the 249 works cited. In each of the seven chapters, discussion is sandwiched between a summary and a list of notes comprising shorthand references (rarely more). The summaries are helpful, but the notes should have been incorporated in the body of the text—it is most annoying to have to turn over pages to locate a reference and then to have to turn over more pages to find the full details. Titles of standard journals mostly appear in abbreviated form with no key. An index is not supplied and may not be essential, but appropriate page references could have been appended to the works listed: one shouldn't have to scan each chapter to find the relevant discussion.

There are, inevitably, omissions and inaccuracies, and must question-begging. Chomsky is mentioned, perhaps unnecessarily, though only as the author of that too well know review in *Language* (1959) of Skinner's *Verbal Behavior* (1957). Meaningless statements like 'Scottish children speak more clearly than English children' (p.64) are quoted unchallenged. For many readers, the penultimate chapter, on available resources, will be the most useful; it is far too sketchy, and invaluable books such as Lee's *Language Teaching Games and Contests* (OUP, 1965) gets no mention. Incidentally, under 'Games' (p. 83) the only game-type named is dominoes!

Chapter 1 explores some of the basic assumptions and the main lines of relevant research, while the second outlines the difficulties of assessing language ability and methods used, concluding with a brief look at Bernstein's codes. Chapter 3 is on the relationship between language and reading skills, and Chapter 4 on the recognition and definition of reading problems, with a separate consideration of each of the early years at school. The factors associated with reading and language development discussed in Chapter 5 include regional variations, social class, parental interest, attitudes and conditions in schools, and individual patterns.

No doubt some lecturers will use the review to generate heat. It will also prove a fruitful source of essay topics. If the following sentence is used for such a purpose, one hopes it will appear with the cautious final phrase deleted: 'In the field of language and reading development there are many questions that have not been resolved to

everybody's satisfaction' (p. 11). Only the totally blind investigator still believes that the fog has started to lift.

Martin Murrell
Southend Technical College

**"It's a Matter of People"**

**by Jane L. Thompson**

**Hutchinson & Co. [S.G.S. Associates (Education) Ltd.]**

Price £1.75. Date of Publication 1978

Target Group: 3rd Year Secondary.
Non-examination 4th & 5th Year

This book is designed primarily for thirteen to fourteen year old pupils beginning a social studies course but lends itself for use with older pupils who are not taking examinations. The material is of a level concomitant with their age group and interests but the presentation is simple.

The book is divided into eight self-contained units which need not be used sequentially. The topics covered are Education; Teenagers; The Elderly in Society; Moving House; Women at Work; Social Problems; The Media; World Problems.

Although the units may be used in any order, and can be studied in isolation, continuity is maintained by the similarity of approach common to each unit. Much use is made of newspaper extracts, photographs, diagrams and cartoons, and activities include simple comprehension questions, quizzes, games and designing simple questionnaires for interview purposes. A further linking device is the continuing appearance of cartoon characters Bert and Ethel. Bert, a stereotype bigot, a cross between Alf Garnet and Andy Capp, intersperses his beer drinking, smoking and reading of girlie magazines with somewhat prejudiced opinions on controversial major issues. The author assures us he is not to be taken seriously.

The main aims of the book are to aid pupils to assimilate basic information and express it clearly. It also helps pupils to analyse and judge the differences between conflicting reports as in the section on the Media. And it introduces the pupils to simple research techniques.

Although one of the aims relates to the conveying of information one gets the impression that the major concern is on provoking discussion in the field of attitude formation and in some cases emotional response, as in the material on child abuse and neglect. A great deal of emphasis is placed on the response of the teenager to various social situations. Issues are looked at through his or her eyes and he/she is asked for a personal opinion.

The least satisfactory unit I find is the one on Education 'Schools Ain't What They Used to Be'. Although some attempt is made to include some information about the law and the school there is very little comparative material on the major changes which have taken place in Education in the last fifty years or so. Emphasis is weighted towards the pupils assessment of the education system as it affects him. Controversial issues such as discipline (teachers' impressions as well as pupils' being given) and the three R's debate form the major part of this unit.

The section on the Media 'Read All About It' is quite well done and could be used in current affairs classes and English classes as well as social studies. It encourages a critical examination of the content of our daily newspapers and magazines as well as a brief look at the role of television.

'Women at work' treats the changing role of women interestingly with some good comparative material. Included is a time chart of the progress of a woman's career in 1901 and in 1978 which portrays clearly the major changes brought about by improved expectation of life and family limitation. One task in this unit involves the pupils in interviewing 10 male workers and 10 female workers about their Trade Union affiliations and their attitudes towards Trade Union activities. This is difficult for thirteen year olds and a somewhat premature introduction to the perils of social research!

I found the topic on Social Problems useful as it dealt with topics ranging from the usual ones, alcoholism and drug addiction to, less usually, battered wives and child cruelty. Although items seemed to be chosen primarily for the emotional response they might provoke it provides ample material for discussion and would also be useful for classes studying Christian Responsibility and allied subjects.

The whole is rounded off by a section on world affairs in which localised social problems are seen in the wider context of world problems, the third world, pollution, and racial tension.

On the face of it this is yet another attempt to present social topics in a trendy form. This has been done many times and in much greater depth by the special study packs designed to cope with the raising of the school leaving age when material had to be found to provide for the needs of the non-examination classes. Notably the Schools Council Curriculum Project and the Childwall Project. However, this is a much smaller, convenient and cheaper package. It does leave a lot unsaid and relies upon (A) the teacher having much more material with which to supplement the rather sparse information contained in the book and (B) the children going out and finding out for themselves by research in libraries or by questioning adults as instructed in the activities.

To be fair the book is designed as a starting point for further study and as such can be said to fulfil its purpose.

On the credit side one must say that the layout is clear, the quality of the printing is good and easy to read and photographs and newspaper extracts are reproduced well. It is attractive to look at and the method of interspersing short passages of reading with pictures, diagrams, cartoons and games makes

it ideal for the less able pupil who finds long passages of prose inhibiting and whose span of concentration is limited.

On the debit side I found the emphasis on visual presentation began to pall after a bit and one would have been glad to find a page or two of prose without the inevitable photograph and headlines in heavy type. The 'bitty' construction can also be irritating as one would just be getting involved in one aspect of a topic and suddenly find oneself moving on to something else. Whilst this might be useful with some children the brighter child could find it frustrating.

Although no technical terms are used, sociological concepts are present by implication for example in the unit 'Moving House' the break up of the extended family is described without the term actually being used.

On the whole a useful book for those doing lower school social studies or for those teaching ROSLA courses in the upper school. A list of useful addresses for resource material is included at the back of the book.

Teresa W. Davies
Notre Dame High School, St. Helens

**The Making of the Modern Family**
**by Edward Shorter**
**Collins** 1976 £4.50
Target Group: Teachers and 'A' level students

Edward Shorter's Book represents an attempt to piece together the first comprehensive history of the modern family in Western culture. The material, thorough, well-written and well-presented, gives an enlightening analysis of changes in the family structure and relates them to broader historical, economic and sociological factors. Drawing on evidence from France, Germany, England and America and Scandinavia, the author presents an abundance of information on such matters as child care, family planning, household responsibilities, mother-child relationships, courtship and sexual practices, and power and control in the husband-wife relationship.

He begins by attacking some of the more traditional sociological assumptions about the nature of the family, particularly the idea that the extended family was a historical constant. Rather Shorter insists that there was a rich variety of family types, though falling into three broad patterns: the basic conjugal family, the stem family, and the larger multiple household. Having cleared up any mistaken images of the structure of the family, the author proceeds to argue remarkably well that popular marriage in former societies was affectionless, held together by considerations of property and lineage.

In the early section of the book one is given an appraisal of the traditional family in the 17th and 18th Century which concentrates on the matrix of social ties which hold the family firmly in the social order. Family members were closely tied to wider kin and community. In addition, the elementary family members were bound to generations past, present and future by an awareness of ancestoral traditions. Such a group was, in the words of Shorter 'the mechanism for transmitting property and position from generation to generation'. Significantly, as well as being a productive unit, the family is a reproductive unit without emotional overtones. In other words family members very often lacked sentiment.

As Shorter's thesis unfolds he explains how the modern family is different and the means by which such differences have been accomplished. Today the family is separated from the surrounding community by the strong desire for privacy. The family priorities and considerations are now reversed. Instead of purely instrumental considerations, love and affection have become the dominant factor; today the family is an emotional unit. Such dynamic and far reaching changes are attributed to the development of market capitalism. The shift from the traditional economy to the modern market place economy has produced these radical changes in values and behaviour.

Drawing on evidence which has been painstakingly abstracted from parish registers, tax returns, provincial records and eye-witness reports of 18th and 19th century priests, doctors and local officials, Shorter gives a great deal of credibility to his arguments on changes in family structure. In addition the author suggests that the current reshaping of the family has two main components, namely an inherent instability of the marriage bond, and a loss of control by parents over children.

Edward Shorter's book is a highly readable, up-to-date and thought-provoking guide, providing new and useful historical facts and social comments on the present state of the family. On the whole it is a book which can be thoroughly recommended for students of the family.

John Meleady
Hatch End High School

WALSALL EDUCATION COMMITEE

# WEST MIDLANDS

## COLLEGE OF HIGHER EDUCATION

GORWAY, WALSALL, WS1 3BD. Tel: 29141

**B.A. Degree Combined Humanities**

**URBAN MAN and SOCIETY**

A new kind of degree combining English Literature and History with options chosen from Geography, Government, American Studies, Language Studies, and Film.

Ask for details from:

**The Academic Registrar,**
**West Midlands College of Higher Education,**
**Gorway, Walsall, WS1 3BD.** **Telephone: Walsall 29141**

## Short Courses in the Social Sciences in the Department of Teaching Studies.

### *The Social Sciences : an Introduction*

This course is designed for students approaching the social sciences for the first time. In particular it will provide a useful preparation for the Open University's Foundation Course in the Social Sciences.

Ten weekly sessions commencing Monday, 9th October, 1978. 7.00 – 9.00 p.m.

Course Tutor – Christopher D. Cook. Cost £5.00.

### *Teaching 'A' Level Sociology*

This course is designed primarily for teachers of G.C.E. 'A' level sociology who wish to explore new developments in the discipline as they may affect 'A' level teaching. There will be a series of lectures and seminars on selected materials.

15 weekly sessions commencing Wednesday, 4th October, 1978. 6.00 – 8.00 p.m.

Course Tutor – Tony Marks. Cost £7.00.

Further information and application forms for these courses can be obtained from Ms. S. Wright, M.A., Teaching Studies Department, The Polytechnic of North London, Prince of Wales Road, London NW5 3LB. Tel: 01-607 2789 ext 4020 or 4000.

In addition to these and other short courses in a variety of disciplines, the department offers B.Ed. courses both for initial training and for practising teachers on a part-time basis.

The Polytechnic of North London

## ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES


| | |
|---|---|
| President: | Professor G.T. Fowler, M.P. |
| Chairman | Chris Brown, Lecturer in Education, West Midland College, Walsall. (Home: 19 Mandeville Gardens, Walsall, WS1 3AT. Tel: Walsall 25388). |
| Secretary: | Helen Reynolds, 15 Serpentine Road, Harborne, Birmingham 17. Tel' 021-426 1777 |


The Association aims to promote and develop the teaching of the social sciences, both as separate disciplines and in an integrated form, at primary, secondary and tertiary stages of education; to produce and disseminate appropriate teaching materials and advice on teaching methods related to the social sciences; to provide opportunities for teachers and educationists to meet for discussion and the exchange of ideas.

Activity is mostly focused at local levels to encourage maximum membership participation. Branch meetings (unless otherwise specified) are open to any interested person but where an admission charge is made, non ATSS members will be charged at a higher rate.

---

## THE SOCIAL SCIENCE TEACHER


| | |
|---|---|
| Acting Editor: | Roger Gomm, 1 Cross Green, Cottered, Buntingford, Herts. Stevenage College of F.E., Monkswood Way, Stevenage. Stevenage 2822 ext 38. |
| Reviews Editor: | Stephen Moore, 92A Valkyrie Road, Westcliffe on Sea, Essex. |
| Business Managers: | Margaret and Rick Bradbury, The Old School House, Much Cowarne, Herefordshire. Tel: Burley Gate 317 |
| Circulation Manager: | Hazel Sumner, 2 Meadow Croft, St. Albans, Herts. Tel: St. Albans 50999. |
| Edition Editors: | Editions of **Social Science Teacher** are produced in a variety of ways, including volunteer teams, panels, groups within A.T.S.S. or by the General Editors. |


**The Social Science Teacher** is the journal of the Association for the Teaching of the Social Sciences, an association of teachers of the social science disciplines (sociology, anthropology, economics, politics and psychology) in the primary, secondary, tertiary and higher sectors of education.

The journal provides an information service for social science teachers, and it contains news items, letters, articles, reviews and advertisements. Common themes include the theory of teaching the social sciences, teaching methods, latest ideas on the field of social science, teaching notes and reviews of books curriculum projects, and visual aids, etc.

**The Social Science Teacher** is issued free to members of the Association (50p an extra copy), is 75p to non-members, and is published five times a year.

Advertising rates are available on application to the General Editors.

---



Printed in England by Sidmouth Printing Works.